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ABSTRACT

This transcript of a Congressional hearing deals with the effectiveness of education for deaf students at the local and state levels, in the context of the reauthorization of the Education of the Deaf Act. This Act provides for, among other things, the establishment of a study commission which concluded in 1988 that the education for persons who are deaf is unacceptably unsatisfactory. Prepared and oral statements from the following people are included: deaf high school and college students in both integrated and special school settings; an administrator of the National Association of the Deaf; special school administrators; a North Carolina state education administrator; and a college professor. (DB)

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HEARING ON THE EFFECTIVENESS OF EDUCATION FOR DEAF STUDENTS AT THE LOCAL AND STATE LEVEL

ED 405 654

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED SECOND CONGRESS

SECOND SESSION

HEARING HELD IN MORGANTON, NORTH CAROLINA, MARCH 27, 1992

Serial No. 102-113

Printed for the use of the Committee on Education and Labor

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THE EFFECTIVENESS OF EDUCATION FOR DEAF STUDENTS AT THE LOCAL AND STATE LEVEL

FRIDAY, MARCH 27, 1992

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON SELECT EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Morganton, NC.

The subcommittee met, pursuant to notice, at 11:05 a.m., in the Main Building Auditorium, North Carolina School for the Deaf, 517 West Flemming Drive, Morganton, North Carolina, Hon. Major R. Owens, Chairman, presiding.

Members present: Representatives Owens and Ballenger.

Staff present: Pat Laird, Wanser R. Green, Sally Lovejoy, and Molly Salmi.

Chairman OWENS. The Subcommittee on Select Education will come to order.

I yield to Mr. Ballenger for an opening statement.

Mr. BALLENGER. Thank you, Mr. Chairman. I want to welcome you and your staff to North Carolina and the Western North Carolina School for the Deaf. I think you will find that our witnesses today will be able to share valuable knowledge with the subcommittee on how education for deaf students can be improved in this country. I also want to thank Elmer Dillingham, Superintendent of the Western North Carolina School for the Deaf for his assistance in organizing this hearing and allowing us to use his facilities. Without his assistance, I don't think we would be here today.

I am especially proud of the North Carolina School for the Deaf and Lenoir-Rhyne College for the contributions each institution has made toward deaf education in North Carolina and throughout the Nation. Lenoir-Rhyne College in Hickory, NC, is one of two colleges in North Carolina that trains students to pursue a teaching career in deaf education. In addition, Lenoir-Rhyne College has an excellent student support services program for deaf and hard-of-hearing students so that they can attend Lenoir-Rhyne and receive an excellent college education and student experience.

The subcommittee has held two hearings in Washington on the Education of the Deaf Act where we heard from the administration, Gallaudet University and the National Technical Institute for the Deaf, deaf advocacy groups and minorities within the deaf population. We received excellent testimony from all of these witnesses. However, I believe today's hearing will give us an opportunity to hear from deaf educators and students directly involved in

our schools today. You are on the front lines every day and we can use your insight to learn what works and what doesn't in deaf education today.

In 1988, the Commission on the Education of the Deaf made 52 recommendations of which 26 have been successfully implemented either through legislation, Department of Education changes, or changes at Gallaudet and NTID. However, deaf students are still not graduating from high school at grade level. We must ensure that these students attain higher educational achievement in order to continue on to postsecondary education and to be successful in the workplace. It is my hope that our efforts through the Education of the Deaf Act this year will help deaf students across this country achieve their educational goals.

I thank the Chairman for holding these hearings and I am looking forward to hearing from our witnesses today.

Thank you, Mr. Chairman.

Chairman OWENS. Thank you. I want to thank Mr. Ballenger for inviting the subcommittee to North Carolina to hold this final hearing on the Reauthorization of the Education of the Deaf Act. We regret that we are starting a bit late and won't have as much time to visit sites as we had hoped. But we are here, and we welcome your input.

The hearing process would not be complete without the input of those who are most affected at the State and local levels. You are on the firing line and you have a great deal that you can teach us. We look forward to hearing your testimony outlining your experiences and recommendations. The subcommittee is committed to the strengthening of the legislation to ensure appropriate, quality education for students who are deaf and hard of hearing.

Today's hearing is the third on the Reauthorization of the Education of the Deaf Act. This Act contains provisions for Gallaudet University, its two model demonstration schools and the National Technical Institute for the Deaf in Rochester, New York. The Act also established a commission to study the quality of education of the deaf.

The Commission on Education of the Deaf provided a national public forum for individuals closely involved with deaf education at the local and State levels and found that implementation of Federal initiatives was ineffective. In its 1988 report, *Toward Equality*, the Commission concluded that education for persons who are deaf is unacceptably unsatisfactory. We want to remedy that.

In our reauthorization process, we hope to structure a law which will give us a set of programs which are satisfactory for the education of the deaf.

[The prepared statement of Hon. Major R. Owens follows:]

STATEMENT OF HON. MAJOR R. OWENS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Today's hearing is the third on the Reauthorization of the Education of the Deaf Act (EDA) which contains provisions for Gallaudet University, its two model demonstration schools, and the National Technical Institute for the Deaf. The Act also established a commission to study the quality of education of the deaf.

The Commission on Education of the Deaf provided a national public forum for individuals closely involved with deaf education at the local and State levels and found that implementation of Federal initiatives was ineffective. In its 1988 report,

Toward Equality, the commission concluded that "education for persons who are deaf . . . is unacceptably unsatisfactory."

I want to thank Mr. Ballenger for inviting the subcommittee to North Carolina to hold its final hearing on the reauthorization. The hearing process would not be complete without the input of those most affected at the local and State levels. We look forward to hearing their testimony outlining their experiences and recommendations. The subcommittee is committed to strengthening the legislation to ensure appropriate, quality education for students who are deaf and hard of hearing.

Chairman OWENS. We begin today with a panel consisting of Dr. Frank R. Turk, Director of the North Carolina Division of Services for the Deaf and Hard of Hearing, Raleigh, North Carolina; Mr. Richard E. Lemke, Principal, Durham County Hospital School, Durham, North Carolina; Dr. Kathleena M. Whitesell, Professor at Lenoir-Rhyne College, Morganton, North Carolina; and Mrs. Sharon Hovinga, Director, Southern Region National Association of the Deaf, Morganton, North Carolina.

We have copies of the written statements that you have submitted. They will be submitted into the record in their entirety, so you don't have to repeat them. You are free to elaborate or make other oral comments.

You may proceed, Dr. Turk.

STATEMENT OF FRANK R. TURK, ED.D., DIRECTOR, DIVISION OF SERVICES FOR THE DEAF AND THE HARD OF HEARING, RALEIGH, NORTH CAROLINA

Dr. TURK. Thank you. Welcome. Can all the deaf people see me better here or over there? Over there, okay.

Good morning. Residential schools for the deaf are very pleased to be asked to give testimony on the Reauthorization of the Education of the Deaf Act.

I am a product of special education. I hope to repay our Nation by serving in my position and using my training, experience, personal attributes and skills for furthering Americans with disabilities and their families and advocates.

I feel strongly that our educational system is in the right position today, but what has been lacking is our working together to produce the best possible results.

My testimony will attempt to answer this question: How can we enhance our educational system to make it more closely resemble what we believe it ought to be?

Years and years of experimentation with the traditional curriculum clearly indicate the quality of education will not be enhanced strongly or upgraded by simply changing strategies and techniques of instruction. It is only logical to assume that other directions need to be explored and exploited for solutions to the dilemmas facing education for the deaf. One such direction, in my honest estimation, is that of statewide response to the four cornerstones in the philosophy of education: integration, collaboration, partnerships and reciprocity.

Dr. Robert Davila, the Assistant Secretary of the Office of Special Education and Rehabilitative Services, has time and time again emphasized the necessity for a statewide network of alliances specific to quality programming and services.

American education, he says, today is much too big a job for educators to do alone. Education is everyone's business.

Integration of academic and non-academic programs are strongly recommended. Our students are entitled to quality learning experiences in all four domains: cognitive, affective, psychomotor and perceptual—all four domains, not just one or two or even three, but all four. Our job is to develop a whole, not a fragmentary deaf and hard-of-hearing child.

And it is just as important to develop personal competency as it is to develop intellectual competency. Academicians adhere only to a cognitive domain. The other three fourths of the students' total education occurs outside of the classroom. Academic and non-academic activities should be treated as one indivisible whole, each building upon the other to provide students with the best possible educational environment.

The second thing, a blending of expertise. The expertise of special education and other sectors is necessary to develop a model for statewide collaboration.

Our young people are changing. The world is changing. The Education of All Handicapped Children Act of 1975 is 17 years old, and it is time to rethink.

A recent Harris study has revealed that 72 percent of parents in special education and their children know little or nothing about their own rights in special education.

In the early days, special education placed heavy emphasis on parental education. That was quite a while ago. And it is time to start a new beginning because there is a new generation of parents coming along.

The third thing: Partnerships of national associations of State directors of special education and a conference on educators serving the deaf toward quality is recommended. Special emphasis should be placed on interagency partnerships between deaf and hard-of-hearing leaders and parents, schools, rehabilitation programs, secondary programs, community services and their sponsors to provide effective programs and services.

The fourth thing is statewide reciprocity. Reciprocity of all of us is recommended. Schools for the deaf should be utilized as statewide educational and technical centers serving all deaf and hard-of-hearing children throughout the State, working in tandem with deaf consumer organizations, parent groups, public educational programs, local and State agencies.

Components should include analysis, diagnostics, curriculum and materials, public information and referral, parental and family education, sign language, specialized programs, staff and professional development, research development and so on. All of us in deaf education are especially concerned about the research being done in the area of language acquisition by deaf and hard-of-hearing children.

For far too long critical curriculum and program decisions have been made without the benefit of unbiased documented research.

Thank you.

[The prepared statement of Dr. Turk follows:]

TESTIMONY

SUBCOMMITTEE FIELD HEARING
REAUTHORIZATION OF THE EDUCATION OF THE DEAF ACT
FRIDAY, MARCH 27, 1992
9:30 A.M. - MAIN BUILDING AUDITORIUM
N. C. SCHOOL FOR THE DEAF, MORGANTON, NORTH CAROLINA

FRANK R. TURK, ED.D., DIRECTOR
DIVISION OF SERVICES FOR THE DEAF AND THE HARD OF HEARING
RALEIGH, NORTH CAROLINA

THANK YOU
Chairperson Major R. Owens and Ranking Member Senator Cass Ballenger

Before proceeding with my testimony, I would like to officially register my whole-hearted support for your plan to propose amending Public Law 99-357, the 1986 Education of the Deaf Act (EDA) to provide an influx of deaf and hard of hearing students the best possible total education. I also wish to take this opportunity to applaud the collaborative efforts of the two special education groups, the National Association of State Directors of Special Education (NASDSE) and the Conference of Educational Administrators Serving the Deaf (CEASD) aimed at the much-needed and long-overdue consensus.

Dr. Robert R. Davila, assistant secretary, Office of Special Education and Rehabilitative Services (OSERS), has time and again stressed the importance of collective efforts in the areas of integration, collaboration, partnership, and reciprocity -- the "four cornerstones" of quality programs and services. The concept of this "four cornerstones" philosophy is that when we cooperate, contribute, pitch in, and stay together, any and all people with disabilities stand to benefit immeasurably in a cost-effective and timely manner.

Being the Director of the Division of Services for the Deaf and the Hard of Hearing of the Department of Human Resources which, among other responsibilities, involves guidance and leadership of the three residential schools for the deaf, has been a source of great personal satisfaction and fulfillment for me. I am a product of special education and I hope to repay our nation by serving in this position where my training, experience, and personal attributes may be used to further programs for Americans with disabilities, their families, and their advocates.

Since 1894, the mission of the North Carolina School for the Deaf has been to provide the deaf and hard of hearing children from birth through age 21 a total educational program conducive to their birthright of independent living and self-determinism. The term, "total educational program," refers to all of the four domains of learning--cognitive, affective, psychomotor, and perceptual. Program activities at our three residential schools located in Morganton, Greensboro, and Wilson are carefully designed so as to meet the immediate and particular needs of the individual deaf and hard of hearing students, utilizing at all times the "four cornerstones" philosophy.

The American Council on Education (ACE) initially in 1937 and again in 1949 and 1977, embraced the following perspectives on secondary education: "(1) The individual student must be considered as a whole, (2) the total environment of the student is educational and must be used to achieve his/her full development, (3) each student is a unique person and must be treated as such, and (4) the major responsibility for a student's personal and social development rests with the student and his personal resources" (Williamson, 1949).

Education has often been defined as what remains after what was learned has been forgotten. This is difficult to disprove and may in a large sense be true. Education is achieved by the student's own efforts, or not at all. It is the informal, out-of-class dialogue, the integrated campus situations, and above all, self-directed learning through pragmatic educational experiences where students come fully alive to the fundamental issues of human life. I remember vividly my education at Gallaudet University, 1947 through 1952, particularly my memories of experiences with a certain athletic coach. He was the epitome of a coach, a man, and a pragmatic teacher. He and his on-and-off the field assistants, all now successful administrators in the nation's schools/programs for the deaf, taught me more than anyone else about what it meant to be a person. They did so outside of the traditional scope of academic work -- on the football field, in the shower room, in the dining room, on the bus to athletic contests, and during campus-wide social events. Their teachings stuck with me and still are very much a part of my autonomy, purposeful pursuits, and interpersonal relationship skills.

Balanced campus learning experiences can contribute significantly to the self-realization of students. The systematic integration of cognitive, affective, perceptual, and psychomotor development is the key to quality education and quality human growth (Heath, 1964). A nearly identical viewpoint was made by a student at the Minnesota School for the Deaf contemplating her undergraduate experience: "If it were not for a certain teacher, I would have gotten little out of school. My classroom experiences seemed common. The teacher's personal commitment and contribution to my learning in co-curricular areas resulted in my most meaningful experiences in school."

Garretson (1979) reported the results of a multi-institutional survey indicating that approximately 90 percent of the residential school deaf child's waking time is spent outside of the academic milieu. Considering the absence of sound experiences, it is only logical to assume that an intelligently-planned student developmental program, commensurate with the immediate and particular needs of the deaf student's personal and intellectual growth should be part and parcel of the school curriculum. What is specifically advocated here is a need for greater integration of academic and out-of-class activities and a need for collaborative effort among faculty, students, and administrators in designing settings that facilitate the learning process both within and outside of the classroom.

Total student development as conceived here seeks and values the greatest natural resource that needs to be developed and continually extended on school campuses -- human talent. It addresses the basic tenets of total potential as distinct from strictly academic potential. It is neither in-loco parentis, so antithetical to nurturing independence and self-sufficiency, nor the laissez-faire approach which affords students with no challenge nor support at all. It creates a humane learning environment within which learners, teachers, and social systems interact and utilize

developmental tasks for personal growth and societal betterment. The teaching of human development includes, for instance, any experience in which a teacher interacts with learners as individuals or in groups that contribute to growth and development and that can be evaluated.

Student development should be the concern of elementary and secondary education -- concern for the total development of students, not their fragmentary whole. The gravity of this concern is particularly evident during adolescence -- the period during which students explore various modes of adult behaviors to ascertain which of these behaviors are most compatible with the establishment of their own adulthood. Adolescence is the time for their greatest educability and psychologically the most important years of growth and development. Our best resources should be concentrated on these years.

Accordingly, this testimony will attempt to answer the question: How can we enhance the educational system of the hearing impaired, in toto, and make it more closely resemble what we believe it ought to be. Years of experimentation with the traditional curriculum clearly indicate that the quality of education is not going to be upgraded by simply altering the strategies or techniques of instruction. It is only logical to assume that other directions need to be explored and exploited for solutions to the dilemmas facing education of the deaf and hard of hearing. One such significant direction, in my honest estimation, is that of statewide adherence to the "four cornerstones" philosophy -- integration, collaboration, partnership, and reciprocity of all concerned within and without the walls of American education. The idea here is that when we involve people from a diverse background in the growth and developmental aspects of the students, our chances of reaching and developing the maximum student population is that much greater. Academic and non-academic activities are treated as an indivisible whole, each enhancing and building on the other in providing the student with the learning and becoming environment best suited to the development of his fullest potential.

Martin Buber, the great existentialist, has been quoted saying: "...be ever vigilant against simplistic answers to human needs, however enticing these solutions may sound."

The educational and social needs of the deaf and hard of hearing students are complex and deep-rooted. Since 1975, we have struggled with the perceived mandate inherent in Public Law 94-142 which offers a free, appropriate public education to individuals with handicaps. This education is to be offered in the least restrictive environment. The most important requirement of the law is that each handicapped child is entitled to an appropriate educational placement commensurate with his unique needs. Basically, P. L. 94-142 (if and when it is properly interpreted) is a good law. Its one glaring weakness is that this legislation treats all students with disabilities as one class with identical interests, needs, and problems. It must be pointed out that the barriers facing the deaf and hard of hearing children are not architectural or mobility based but related to effective communication and appropriateness, the two keystones of the entire educative process. Federal guidelines need to be issued here to guide the interpretation of this civil rights bill to the effect that a residential school setting is among the major alternatives in the search for a most appropriate education.

Special education in the 1990s should highlight integration and collaboration with the NASDSE and CEASD toward consensus. We need to define our roles in these four

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vitally important areas -- integration, collaboration, partnership, and reciprocity. We need to build the bridges between and among programs. We need to forge a workable team effort on a continuous and continual basis.

A blending of the expertise of special education and other sectors is needed to provide a statewide model for the "four cornerstones" movement. The young people are changing and the world is changing. The "All Handicapped Children Act of 1975, P. L. 94-142, is 17 years old. It is time to rethink. A recent Harris study revealed that 72% of the parents of special education students know little or nothing about their rights in special education. In the early days, special education placed considerable emphasis on parent education but that was quite awhile ago. It is time to start a new beginning because a whole new generation of parents has come along.

In response to this particular need, the dates of April 30 - May 2, 1992 have been scheduled for the first-ever statewide Conference on Deafness and Hard of Hearing in Raleigh, North Carolina. This Conference is being sponsored by twelve (12) professional groups, including the Department of Human Resources, the Department of Public Instruction, Gallaudet University in Washington, D. C., National Technical Institute for the Deaf in New York, and the BEGINNINGS Parent Group. Such a conference should take place annually or biennially throughout the United States of America. This 1992 meeting, in the area of education, will focus on:

(1) Sensitivity to the significant needs of deaf and hard of hearing students and the issues they face in various educational settings.

(2) Identification of the components of quality educational programs for deaf students.

(3) Development of partnerships among all concerned conducive to the most appropriate educational environment for all deaf and hard of hearing students.

In January 1992, the Secretary of the Department of Human Resources, David T. Flaherty, appointed a Task Force on Quality Assurance for the Deaf and Hard of Hearing in North Carolina. The Task Force is formulating a comprehensive cradle-to-grave plan for all deaf and hard of hearing citizens of North Carolina. This plan is divided into two categories -- Education and Adult Service Delivery. The purpose of the plan for the former category is to assure that every deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped person has access to an appropriate and high quality education. Any failure to adequately and appropriately serve the students in the future will not be the result of the lack of unity among these groups. All indications to date are that the results of the Task Force will serve as a model to be emulated nationwide. Some examples of possible strategies for improvement for the education of the deaf and hard of hearing listed by the group are as follows:

1. Those deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped children who seem to be most successful appear to have several factors in common regardless of the communication method or setting which was applied to their education. Those factors are:

   A. Early identification of the hearing loss.

      1. Services Needed:

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a. Mandated neonatal screenings,
b. Statewide registries of "at risk" pregnancies,
c. Establishment of Family Service Centers,
d. Referrals to interagency teams,
e. On-going education and training, and
f. Dissemination of information

2. Cooperative agreements with human service providers (e.g., public health, DSD/HH, DSB, DPI, Head Start).

3. Intensive education to pediatricians, hospitals, general public.

a. Successful involvement of the family with the child's life and education.
b. Successful implementation of a team approach (including the family) to the child's education.
c. Responsiveness of the child's individualized education program to the changing and immediate needs of the child.
d. Successful transition from the school/family environment (dependency) to the world outside the school environment (independence).

The Task Force therefore begins its work by accepting the following assumptions:

A. Rejection of "turf" protection or perpetuation as a basis for serving deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped children.

B. Discussion of "least restrictive environment" must focus on "appropriateness" or "least restrictive alternative" (LRA) for each individual child. A significant number of deaf and hard of hearing students are falling through the cracks due to our failure to interpret it in tune with their own unique needs.

C. A full continuum of services and settings are essential for assuring appropriate and high quality education for all deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped children.

D. Barriers which prevent access to the full continuum of services and settings must be removed.

E. Available resources must be utilized efficiently and new resources identified in order to assure full and appropriate service delivery.

F. Research in the area of language acquisition by deaf and hard of hearing children is a definite need. For years, critical program and curriculum decisions have been made by those not adequately trained to do so in the area of deafness. In much too many cases such decisions are being made without the benefit of unbiased and documented research. More effective national coordination of any and all research efforts related to deafness is yet another significant need.

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II. **Achieving Excellence in Education of All Deaf and Hard of Hearing Students, an initiative of the NASDSE and CEASD.**

A. **National Standards for Deaf Education**

B. **Identification of Effective State Policies**

C. **Publicity of model programs for deaf and hard of hearing students.**

D. **Development of professional criteria that personnel must meet before entering the classroom.**

E. **Distribution of relevant research**

III. The Task Force unanimously agrees with all of the 52 recommendations from the Commission on Education of the Deaf (COED), with special emphasis on the following:

A. Early Identification

Implement improved screening procedures for each live birth. The guidelines used should include the use of high-risk criteria and should delineate subsequent follow-up procedures for infants and young children considered to be at risk for hearing impairments.

B. Appropriate Education

Ensure that an Individualized Education Program (IEP) for a child who is deaf, hard of hearing, deaf/blind, or deaf/multi-handicapped takes into consideration the following: severity of hearing loss and the potential for using residual hearing; academic level and learning style; communicative needs and the preferred mode of communication; linguistic, cultural, social, and emotional needs; placement preference; individual motivation; and family support.

C. Least Restrictive Environment or Least Restrictive Alternative

At present, the LRE is defined as, and actually is analogous to, mainstreaming. This is true in the case of mentally retarded children as well as those with other handicaps. For the deaf, the "restriction" should be viewed from a communication perspective. Other affective areas of communication should also be considered. For example, having a full-time interpreter in a public school setting only solves 30% of the problem. A deaf student cannot participate in class discussion as he/she is one or two sentences behind because of the interpreter lag time. By the time the deaf student is ready to respond, someone has already answered the question. This leads to frustrations and a feeling of inadequacy. This is, however, just one example of this problem.

Therefore the LRE definition for the deaf should be purely from communication perspective. When discussing communication, all modes, including Cued Speech, should be kept in mind.

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Bilingual Bicultural Aspects of Deaf Education be considered in total education setting.

1. Refocus the least restrictive environment concept by emphasizing appropriateness and/or least restrictive alternative over least restrictive environment.

2. Issue a policy statement to permit consideration in placement decisions of curriculum content and methods of curricular delivery required by the nature or severity of the child's handicapping conditions.

3. Follow guidelines and standards by which school officials and parents can, in selecting the least restrictive.

4. Programming for the hearing impaired child should provide a continuum of services. For some students the least restrictive environment will be in the mainstream. For others it will be the experiences afforded in the residential school. For others, it will mean a mix of services including home programs, residential facilities with partial mainstreaming, or mainstreaming where NCSD offers "back-up" services to the local district.

5. Ensure that center schools are maintained and nurtured as placement options as required by law.

6. Ensure the availability and appropriateness of integrative programs for students in center schools.

   Incidence rate of deafness creates an environment of isolation for students in public schools. Public schools tend to keep the exceptionally bright students and all others are referred to the schools for the deaf. These students need more concentrated services which requires a greater level of funding.

D. Parents Rights

Issue a policy statement requiring that school personnel inform parents of all options in the continuum of alternative placements during each individualized education program conference.

E. Evaluation and Assessment

Ensure that the evaluation and assessment of children who are deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped be conducted by professionals knowledgeable about their unique needs and able to communicate effectively in the child's primary mode of communication.

F. Program Standards

Establish program standards for deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped students requiring special schools or classes.

G. Quality Education

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Enact a "Quality in Education" law that would provide incentives to enhance the quality of services provided to students who are deaf, hard of hearing, deaf/blind, or deaf/multi-handicapped.

H. Professional Standards and Training Early Childhood

Conduct statewide planning and implementation activities, including the establishment of program and personnel standards that specifically address the educational and psychological needs of families with young children who are deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped. Individuals working these children and their families should be professionally trained in the area of deafness and early intervention.

Deaf and hard of hearing children need a concentrated effort in order to meet the needs of these students. Today's changes in family make up, both parents working or single parent families, has had impact on the deaf child's development and directly effects the communication mode/educational opportunity of the deaf child.

I Training for Teachers in Regular Education Settings

Ensure that regular classroom teachers serving students who are deaf, hard of hearing, deaf/blind, and deaf/multi-handicapped in their classes receive the necessary technical assistance and training to meet the special education needs of their students.

1. Revamp teacher training programs to require intensive studies in linguistics and language development.
2. Knowledge of all communication methodologies.
3. Required Masters level of work with children with disabilities.

J American Sign Language

Encourage practices under the Bilingual Education Act that seek to enhance the quality of education received by limited-English-proficiency children whose native (primary) language is American Sign Language.

It has been established that deaf students learn English better if they have a good command of their natural language, American Sign Language. Unfortunately, we do not have the resources necessary to implement a bilingual/bicultural model of education for our profoundly deaf student.

We cannot just change the whole school into a Bi/Bi program either, because we also serve hard of hearing and post-lingually deafened students. Their needs are different. Providing a dual model (or triple or quadruple depending on needs of students) is expensive. However, development of good writing and reading skills can make or mar a person's career.

In addition, these students need to develop positive self-image and a healthy self concept. This is not possible when they have to face continued failure in

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learning to read and write. This failure in English language spills over to other subject areas since these also depend on one's reading skills.

Creation of Bi/Bi environment will require extensive training of parents at the preschool level. If parents are not trained and are not full participants, the whole concept of Bi/Bi will fail.

Bi/Bi training of all staff in residential schools is also very crucial. We cannot provide this environment if ancilliary services personnel cannot communicate both in Signed English and American Sign Language. At present, we do not even have teachers and houseparents who meet these criteria. The ultimate goal should be to have each staff in school fully fluent in both modalities.

A "reverse mainstreaming" type of program is needed for hearing impaired students in the mainstream. These students should have access to residential schools for participation in extracurricular activities. This way, they can have the best of both worlds. The residential students will also benefit from their participation.

K. Increase Funding to States for Comprehensive Educational Delivery

1. Establish model demonstration programs in each state (or at least regionally). The outreach services and programs at Gallaudet, NTID, and MSSD are limited and do not meet needs, especially public school programs. These schools receive 70 percent of their funds under Education of the Deaf Act. It is felt that these schools should be made more accountable in terms of their services to schools and programs for the deaf and hard of hearing throughout the United States of America.

2. Schools for the Deaf as educational and technical resource centers on deafness serving all deaf and hard of hearing students in the state, working in tandem with deaf consumer organizations, parent groups, public educational programs, and state-local agencies. Components should include:

Diagnostic and Assessment	Specialized Programs
Parent and Family Education	Staff Development
Curriculum and Materials	Sign Language
Public Information and Referral	Research and Development

Schools for the Deaf have a concentration of professional staff who communicate fluently with deaf and hard of hearing students, quality curriculum, and appropriate educational resources.

Teachers of the deaf and hard of hearing in public schools work in isolation. They usually are burdened with five or more children between the ages of five and twenty-one. The building principal cannot help them and the special education personnel is spread out too thin to be of much help. Additionally, there is scarcity of instructional materials appropriate for deaf students. In sum, these teachers need resources to tap into.

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Schools for the deaf have these resources. They can, and should, share these with the public school teachers. However, there is the need to develop proper mechanism for sharing these resources. Each state school should have the staff necessary to disseminate the required information and training material to teachers around the state.

A regular teacher exchange program is also needed. A mainstreaming teacher could spend a week with a peer teacher in a residential school. This could be of great help to the teacher. The teachers in the residential schools should also have access to public schools. Deaf education has become narrow and rigid because it has been cut off from public education. Innovations introduced in public schools can be made accessible if our teachers have the opportunity to visit and spend time in public schools. Resource concepts work better when both sides participate.

3. Establish statewide interagency coordinating councils for service providers to all developmental disabilities and have equal representation from those working with the deaf.

   a. Statewide referral source for services and training
   b. AHEC (Area Health Education Consortium) comprehensive training
   c. Community college system
   d. Interagency staff development/training

L. Educational Interpreters/Transliterators

1. In consultation with consumers, professional, and organizations, the state should create policies and procedures for the establishment standards to ensure that interpreters and transliterators in educational settings are adequately prepared, trained, and evaluated.

2. Provide funding to develop training programs, design curricula, and award stipends to recruit and train potential and working educational interpreters and transliterators.

3. Public Schools are unable to provide qualified interpreters and those working with the deaf and hard of hearing students do not always understand the nature or needs of the deaf student.

4. Collaborative Programming with the public school LEAs.

   a. The three schools currently have cooperative programs with the public schools in the counties of location. The cooperation is on an exchange of service basis. Development of these programs can meet the full continuum of service options and at the same time provide opportunities for appropriate social-emotional development in an environment most conducive for the deaf student.

   b. Adequate funding is needed to make the program work effectively. This is a more cost effective process than trying to

establish programs in every county which require higher levels of funding to provide quality programming.

c. Additional opportunities are available through the local community college via concurrent enrollment programs.

5. Inadequate funding to support appropriate vocational education programs. State has not provided funding to meet the changes in technology. JTPA funds available to public schools are not available to schools for the deaf.

Vocational education is expensive and is often partly neglected because of the old excuse of "no money available." Students who do not attend college or technical/vocational schools upon graduation from our schools for the deaf must be fully prepared for a job at the time of graduation. In other words, they should not be given a diploma or certificate of attendance until they have a job or, at least, a marketable skill.

We need to add new training components such as repairing computers, chip manufacturing, data base management, packaging and stock-keeping (highly in demand now) and jobs in the service industries. The training we provide in auto mechanics, auto body building, and wood work does not prepare our students for the job market. Our equipment is too old and anachronistic to be of any practical use. We need to stay with new developments in the market in order to prepare our students for a competitive job.

6. "Commercializing" Vocational Department

Each vocational program should have a production department to market its products. For example, the print shop can accept outside printing orders and help students earn money. Home Economics, business education, auto body shop and all other departments should provide the public access to their services at a nominal charge. This will provide experience for students and additional money for the vocational department.

However, this would be possible only if we have trained marketing staff with the corps of sales persons to receive work orders. These staff members salaries can be paid from the additional revenue they will generate. We need the initial investment to "prime and pump."

Thank you very much for this opportunity, both as the educated and as the educator, to present some of my views on what has to be done to expand the EDA to give schools and programs for the deaf greater flexibility and responsibility in educating deaf and hard of hearing students throughout the United States of America. My first and foremost commitment has always been and always will be to quality programs and services to those whose lives hopefully will be much happier and more successful than mine.

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Chairman OWENS. Thank you.
Mr. Richard Lemke.

STATEMENT OF RICHARD E. LEMKE, PRINCIPAL, DURHAM COUNTY HOSPITAL SCHOOL, DUKE UNIVERSITY MEDICAL CENTER

Mr. LEMKE. I am pleased also to have this opportunity to share with you my perspective on this from the standpoint of the public schools. I am administering a public school program for deaf and hard of hearing children in Durham, North Carolina, and it is a program that I will describe briefly a little bit later. But it is in general a regional program.

One of the recent criticisms of public education in America today is simply that we try to teach all children the same way. In deaf education, we have in a sense the same thing. We have debated for years over a way to teach deaf children. I think there is no best way to teach deaf children. We need to have a continuum of services for deaf and hard-of-hearing children that spans from a residential separate type placement all the way through a regular education classroom. No one modality, no single placement is going to be able to satisfy the academic, the social, the emotional needs of all deaf and hard-of-hearing children.

We have seen that deaf and hard-of-hearing children are successful in public schools and in separate residential schools. And some of the benefits, I think, to those children come in both settings. But a few important factors, I think, that need to be considered in the success of those kids in either of those types of settings include such things as:

—Adequate support services for children and their families, sign language interpreters being one good example;

—Opportunities for "normal" socialization with deaf as well as with hearing peers—some sort of a sense of critical mass where natural socialization can occur;

—Exposure to and experience with deaf adult role models;

—Abilities of families to communicate effectively with the children;

—A clear sense of expectations for the future, something that I think Dr. Turk refers to. What is there after the cognitive educational experience for deaf children?

—And in general, just cooperation and collaboration of agencies, both State and local, in the total educational picture for deaf children.

Expanding services for deaf children into the Nation's public schools, I think, was appropriate. Mainstreaming is an important experience. It is just one component, however, of this educational continuum.

The experiences, though, cannot be successful without careful planning and commitment of adequate resources. The early identification of many of these children of course is critical. Early intervention is critical.

But we have been sidetracked again by what is the best way to do things—the least restrictive environment—when we find that many of these kids, regardless of which setting, spend their most

quality early years in a separate setting which emphasizes language, reading, communication. But as the child's communication skills develop, he can be gradually moved out of that separate instructional setting; however, not without adequate support services.

I think it is important to focus on the need for some sort of balance, as deaf and hard-of-hearing children grow up, a balance of both experiences: in a deaf community as well as a mainstream type setting. They need experiences, successful experiences from both deaf and hard-of-hearing peers.

Recently I read an article that stated that the average deaf high school graduate still reads at a third or fourth grade level. Interestingly, that is the same figure that was used when I was being trained in deaf education in 1970 and 1971. That isn't real encouraging.

However, I also think that statistics are misused often to imply that deaf high school students read only at third and fourth grade levels as an average. Of course, some read much higher. Some are much more successful. Some are not.

And I think that there are deaf graduates who are moving into college and being successful. Some are not. And that, I guess, brings me to ask the question: Is the education of the deaf and hard of hearing more of a microcosm of education of all children? Some students who experience success in school pursue college degrees. Some do not. I would expect that that same thing would then be true of deaf education. And I believe we see some of that.

In the Durham County Schools, for example, 83 percent of the hearing high school graduates pursue some form of continuing education. Of those, 62 percent attend some sort of four year school.

In our regional program, we will graduate five students next year. Those five represent approximately 60 some percent of the program and they will go on to a 2- or 4-year school. So I think that is fairly representative. Perhaps not adequate, but I think representative.

Something that has been bothering me for many years in the field is that often teachers from State residential schools and those from public school programs find themselves in somewhat of a competitive rather than a cooperative role for a number of different reasons. But I think this has to come to an end.

Dr. Turk referred to the State residential schools becoming the resource centers. Well some States, I think, recognize their State schools as resource centers for education of hearing-impaired children, deaf and hard-of-hearing children. Unfortunately, however, some States do not, and the result of that is weaker services to all students on a statewide basis. The energy is dispersed and wasted. I think a criticism of placing deaf and hard-of-hearing children in the public schools is isolation, an isolation from hearing-impaired ears. It is a common problem more specific to rural areas, but not limited to rural areas, and can result in limited educational opportunities, as well as inadequate opportunities for a normal socialization.

It is common, I think, to find services for deaf and hard-of-hearing children throughout this country in public schools. It is difficult however, to find well developed programs for these children, specif-

ically in rural areas. Often the problem is not the placement, but rather the lack of available resources.

The program in Durham is a regional program that was established as an alternative to either placing young children in a residential school at an early age or serving them in isolated rural situations without the adequate support services available to enhance their instruction.

This program attempts to offer a continuum of services from separate special classes to consultation, tutoring and interpreters for children in the mainstream. It attempts again to address two common problems: funding to support the program and bringing students with similar educational needs together in one setting to establish a critical mass allowing them natural socialization. The services are available to children from eight school systems within a six county area. Transportation is provided by the local school system. They cooperatively work together to fund the program. And I think overall, it is a very successful program.

On the average, it serves approximately 45 children which is ironically what we happen to have enrolled right now. That is barely a critical mass, but it certainly beats 10 children K through 12 sitting out in one school system with one teacher.

Just to give you an example of the breakdown, Durham County Schools has 17 of those children; Durham City 4; Chapel Hill/Carboro system 1; Orange County 5; and Person County 4. There are 14 itinerant children spread throughout both Durham County and City systems in their regular home schools.

Because of this cooperative effort, we are able to staff nine certified teachers, speech and language pathologists, two interpreters, two teacher assistants, an audiologist and two itinerant teachers. Related services are also available in the individual schools.

None of this would be possible if the Durham County School System tried to provide its own program. We would probably end up with the current level of staff being perhaps two or three teachers if we did it on our own, which certainly wouldn't even come close to meeting the educational needs of any of these children.

Deaf education in the United States has to continue to establish this complete continuum of services and settings because the deaf and hard-of-hearing children are out in all of these settings.

The public school programs serving low incidence population are effective only when equipped with the proper support services.

Qualified sign language instructors for example, allow students access to the information which normally isn't available to them in the regular classroom.

Initially, the least restrictive environment for a young deaf child may be a separate instructional setting. However, placement in a regular classroom without support may be real restrictive educationally and communicatively.

When the child is ready to move beyond the separate setting, if the support services are there, I think a proper education can be provided.

Thank you.

[The prepared statement of Mr. Lemke follows:]

STATEMENT OF RICHARD E. LEMKE, PRINCIPAL, DURHAM COUNTY HOSPITAL SCHOOL, DUKE UNIVERSITY MEDICAL CENTER

I am pleased to have this opportunity to speak to you regarding the education of deaf and hard of hearing children in the public schools. My experience includes 12 years teaching deaf children ages preschool through high school in Colorado and Wisconsin. I have administered a regional program for deaf and hard of hearing children in Durham, NC, for the last 7 years.

One recent criticism of public education in America is we attempt to teach all children the same way, failing to consider children's different styles of learning. In educating deaf children, professionals have debated for years the way to teach deaf children. There is no "best way" to teach all children. Deaf and hard of hearing children require a continuum of services in order to experience success, just as is the case with other children. No one modality and no single placement will satisfy the academic, social, and emotional needs of all deaf or hard of hearing children.

Deaf and hard of hearing children are successful in both public schools and in separate residential schools. Some benefit most from a combination of both settings. Factors contributing to their success *in both settings* include:

—Adequate support services for children and families,

—Opportunities for "normal" socialization—a critical mass of children to support a program,

—Exposure to and experience with adult deaf and hard of hearing role models,

Abilities of the family members to communicate, and

—Expectations for the future.

The expansion of services for deaf children in the Nation's public schools is appropriate. Mainstreaming is an important experience and one component of the educational continuum which must be available for all children. However, these experiences cannot be successfully achieved without *careful planning and commitment of adequate resources.*

Early identification and intervention remain critical. In both public and residential programs the first years of a child's instruction is often in a separate classroom environment emphasizing instruction in language, reading, and communication.

As a child's signed and/or oral receptive and expressive communication skills develop, he/she may gradually move into regular classrooms for instruction with support from interpreters and notetakers.

While in the separate setting the child interacts with other deaf and hard of hearing children. In the regular classroom he/she experiences interpreters and communication with hearing children. I believe it is important to emphasize *a balance of experiences with both hearing and non-hearing peers.*

I read an article recently noting that the average deaf high school graduate still reads at a third or fourth grade level. This is the same figure used to describe deaf high school graduates in 1971-72 when I completed my initial training in deaf education. This statistic is often misused to imply that deaf high school students read only at third or fourth grade levels. As an average, it includes the scores for all deaf children tested, including students reading much higher and much lower. It includes students who are severely mentally handicapped and may not read at all. There are deaf high school graduates who read at or near grade level in both separate and public placements.

Education of deaf and hard of hearing children is a microcosm of the education of all children in this country. Some students who experience success in school pursue college degrees. Some leave school following graduation and some drop out of school prior to graduation. We should expect to see similar patterns from students in programs serving deaf and hard of hearing students, and I believe we do. In the Durham County schools for example, 83 percent of the hearing high school graduates pursue some form of continuing education. Of these, 62 percent attend 4-year schools. Our regional program will graduate five deaf students in the 1992-93 school year. Three of the five, or 60 percent, are planning to continue their education beyond high school.

Often, teachers from State residential schools and those from public school programs find themselves in competitive rather than cooperative roles. This must end. Personnel from separate residential schools are one valuable component of a continuum of services. Children move along this continuum as they need greater or less structure and support. In some States the residential school is recognized as a resource center for all teachers of deaf and hard of hearing children. Unfortunately, in some States the residential school is in direct conflict with programs serving children in the public schools. The result, in my opinion, is weaker services to all students statewide.

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One criticism of placing deaf and hard of hearing children in the public schools is the isolation from hearing impaired peers. This is a common problem in rural service areas and can result in limited educational opportunities as well as inadequate opportunities for normal socialization, due to such small numbers of children. It is common to find *services* in the public schools for deaf and hard of hearing children. It may, however, be more difficult to locate well-developed *programs* for these children in rural service areas. Often the problem is not placement in the public school setting but rather the lack of available resources on the part of the public school system to provide the necessary support.

The Regional Program for Deaf and Hard of Hearing Children in Durham, North Carolina, was established as an alternative to either placing young children in the residential school at an early age or serving them in isolated, rural settings without adequate support services available to enhance instruction. The program offers children a continuum of services from separate special classes to consultation, tutoring, and interpreting services for children in mainstreamed classes.

The program addresses two common problems facing rural areas with small numbers of deaf and hard of hearing children. *Funding to support the program* is shared among the participating school systems. This enables us to provide adequate teaching and support staff, equipment, and facilities. *Students with similar educational needs* are brought together, allowing for more effective grouping of students along the service continuum and creating natural opportunities for socialization among peers.

Services are available to hearing impaired children from eight school systems within six north-central North Carolina counties. Children requiring more than itinerant services are transported daily to Durham for their educational program. The classes are located in the Durham County Schools facilities with the transportation being the responsibility of the child's home system. Participating school systems pay Durham County Schools a cost-share based upon the services each individual child receives.

The program serves an average of 45 children annually from kindergarten through high school (ages 5-21). Enrollment for the 1991-92 school year is reflected in the following breakdown by school system:

Durham County Schools 17, Durham City Schools 4, Chapel Hill/Carrboro 1, Chatham County Schools 0, Orange County Schools 5, Person County Schools 4, Vance County Schools 0, and Granville County Schools 0. In addition, 14 students from Durham County and City Schools who remain in their neighborhood schools receive itinerant services in those schools.

The staff consists of nine certified teachers of the deaf, a certified speech and language pathologist, two interpreter/tutors, two teacher assistants, one part-time audiologist, and one itinerant teacher. Related services such as physical and occupational therapy is available through the individual schools.

Deaf education in the United States must continue to offer a complete continuum of services and settings for deaf and hard of hearing children. The continuum includes separate school and public school placements. Public school programs serving this low incidence population are effective when equipped with proper support services. Qualified sign language interpreters, for example, allow students access to the information being taught to hearing students in the school.

Initially, the least restrictive environment for a young deaf child may be a separate instructional setting with other deaf students. Placement in the regular classroom without support services may be restrictive educationally and communicatively. When the child is ready to move beyond a separate setting, the full continuum which includes public school programs, must be available.

Chairman OWENS. Thank you.

Dr. Kathleena Whitesell.

STATEMENT OF KATHLEENA M. WHITESELL, ED.D.

Dr. WHITESELL. My purpose today is to address Lenoir-Rhyne College's Teacher Education Program in the past and up to today, and to tell you as well where most of the emphasis will be—in fact where I see teacher education—in the future.

In 1953, Lenoir-Rhyne began preparing teachers to work with children and youth with hearing losses. Prior to this time, or from about 1894 until 1953, the North Carolina School for the Deaf took

care of education of its own teachers. But a formal program really began in 1953 at Lenoir-Rhyne and many of the teachers from the North Carolina School for the Deaf went to Lenoir-Rhyne to take courses frequently for certification.

Over the years, one of the real reasons that people have chosen to come to Lenoir-Rhyne for teacher education is because of its close proximity to the North Carolina School for the Deaf and the opportunity that students have to mix with a variety of deaf and hard-of-hearing persons at the North Carolina School for the Deaf.

To date, we have graduated 680 students in the undergraduate and graduate programs. We have the only graduate-level deaf education program in the State of North Carolina, and it is in the process of changing. When we started it in 1986, people were looking for a graduate program of quality that was advanced in deaf education. They already were certified in deaf education and wanted more in-depth work in the field. As Dr. Turk just said, things have changed and many people, for reasons like in the Durham Regional Program, are looking for deaf education as an entry level certification, and they decide to come to Lenoir-Rhyne after obtaining degrees in a variety of fields.

For example, last year we had a lawyer. We now have an artist. These people do not need graduate level in-depth courses; precertification is what they need.

So we need a place in the Southeast where people can come for deaf education at the graduate level as well as at the entry level certification.

So we are in the process of trying to change to meet the needs of both in-depth graduates who want post certification and beginning graduates who want certification for the first time. There will be two alternatives that you can take.

So the graduate school is in the process of being changed, but it is the only graduate program in North Carolina.

In 1976, Lenoir-Rhyne opened its office of support services and started with five students; there are currently 17 students. This service provides an opportunity for many of the deaf education students to mix with hard-of-hearing and deaf students on the campus of Lenoir-Rhyne. It is another reason some students chose to go to Lenoir-Rhyne, because of early contact with the deaf and hard-of-hearing students. For this reason, we attract students from all over the country.

Very honestly, if you wanted a cheaper education, you could go to the University of North Carolina at Greensboro. So many of our students do not necessarily come from North Carolina, though many do.

Similarly many of our students go into places to work all over the United States. I recently visited with a student from last year who is now teaching in Colorado.

Not only do they work all over the United States, but also they work in a variety of options that are available to students today. Some are in self-contained classrooms, some are mainstream, some are itinerant teachers—the whole gamut is where they're working these days.

I think what is most important to look at in deaf education or education of hard-of-hearing and deaf students is what we in teach-

er education are doing; how do we see our role. And somewhat like what has already been said, we need to look at what is happening in education in other places. In the past, the courses seem to have involved curriculum, techniques, different methods. But the research has been biased, and we need to get beyond being technicians—people who will accept what schoolbook publishers tell us we should be doing. We need to become theoretically grounded. We need to be doing the research ourselves.

And many teachers of the hearing impaired and teachers of deaf students today are doing research themselves, and they are doing it with university and college people, not the ivory tower, a college person like myself sitting in an office coming up with these ideas and then going out and working with children like mice and saying thank you very much, now I can publish an article and I'm going to put your name at the bottom of that article. That is not the way research is being done these days.

Now in this school, in fact, two teachers that I know of, and perhaps some more, are in the process of doing research side by side with college and university people.

This research means that teachers are forming what is happening. The children are forming what is happening. So we need to listen to that.

College and university people, I believe, have an added responsibility to help share what we have the opportunity and the time to read and go through and condense with the people who are on the firing line every day. But one group cannot work without the other. We need to form partnerships and work together. Collaboration, which has been said two times this morning already, several times, but by two different people—we must know why we are doing what we are doing and deaf children and hard-of-hearing children need good models and they need the continuum of people to look up to, to emulate in becoming their own person.

Future teachers of the hearing impaired and the deaf also need good models. Prospective teachers need people who will accept them into the club, who will accept them as someone who wants to become the best educator that they can be and to help them learn.

But just like the college person does not have all of the answers, the classroom teacher does not have all the answers nor does the residential or mainstream school teacher who is still in a vacuum. Some young people have some good answers, too. We must form those partnerships. We must work together and know why it is theoretically sound, why we are doing what we are doing.

We must, I think, become proactive, not wait for the SACS Association or some other accrediting association to tell us what we must be doing. We need to take the responsibility and move forward based on research informed by deaf and hearing impaired, as well as the hearing students.

[The prepared statement of Dr. Whitesell follows:]

STATEMENT OF KATHLEENA M. WHITESELL, ED.D., PROFESSOR, LENOIR-RHYNE COLLEGE, MORGANTON, NORTH CAROLINA

Chairperson, Major Owens; Ranking Member, Cass Ballenger; ladies and gentlemen:

The purpose of my testimony this morning is to briefly discuss the Lenoir—Rhyne Teacher Education Program which prepares educators of children and youth with hearing loss. I would like to begin by providing you with a brief history of the program followed by some thoughts about possibilities for the future state of teacher education for deaf and hard of hearing students here.

From the Beginning

In 1953 Lenoir-Rhyne began preparing teachers to work with children and youth with hearing losses. Prior to this time or from 1894 until 1953, the North Carolina School for the Deaf trained its own teachers. From the inception of the formal Lenoir-Rhyne College teacher preparation program in 1953, undergraduates have taken all of their senior year courses on the campus of the North Carolina School for the Deaf which affords them a continuum of practicum experiences both inside and outside of the classroom. The fact that the program has always been housed on the school for the deaf campus has made it attractive to numerous students, including ones from as far away as New Hampshire, Utah, and New Mexico. To date, 680 students have graduated from the program. The vast majority of these students have been dually certified to teach hearing as well as deaf and hard of hearing students. Graduates frequently teach all over the United States and along the entire continuum of educational placements from itinerant to self-contained. In addition, most graduates pursue advanced degrees in the field, with a number of graduates having gone on to secure doctoral degrees. Our graduates are currently working as teachers, speech and language pathologists, supervisors, professors, and administrators throughout the country.

In the past, when Lenoir-Rhyne received support from the Division of Personnel Preparation, Office of Special Education, every summer 25-30 students attended summer school courses and workshops. The majority of these students sought certification but not a degree in Education of the Deaf. Deaf or hard of hearing students frequently attended these summer courses/workshops and due to Lenoir-Rhyne's size and proximity to NCSD, the College seemed like a natural postsecondary option for interested deaf and hard of hearing students.

In 1976 Lenoir-Rhyne College opened the Office of Support Services for Deaf and Hard of Hearing Students. Five deaf undergraduates enrolled the first year. Today there are 17 deaf and hard of hearing students attending Lenoir-Rhyne, some of whom are Deaf Education majors. In addition to all the services available to any college student, these seniors also have access to the services of two paid notetakers, certified interpreters, and in some of their senior year courses, an instructor who signs for herself.

In 1983, Lenoir-Rhyne instituted a graduate level program built upon the undergraduate program so that teachers already certified to work with deaf and hard of hearing students could develop more in-depth expertise and thereby increase their capability to function effectively with this population of exceptional learners. These graduate students have also often taken coursework leading to cross categorical certification. This is the only graduate level teacher preparation program in the State and we are currently investigating ways of broadening the program to accommodate entry level certification students as well as already certified students at the master degree level.

Thus, for 39 years, a cooperative partnership has existed between the North Carolina School for the Deaf and the Lenoir-Rhyne teacher education program in the area of deafness. The course of study has been rigorous and the practicum experiences invaluable. However, by and large, the courses have been handled by the college personnel and the practicum experiences have been handled by the school personnel. With our current knowledge of both research and practice, this dichotomy seems questionable at best. I would like to hope that the days of teacher "training" are gone and that we are now in the business of teacher "education." This is not a trivial semantic point but one that has a direct bearing on the role and influence of teacher preparation. I would like to suggest that the time has also come for a more collaborative model that sees teacher education as a lifelong endeavor. What is being done in the name of education for, with, and by deaf and hard of hearing individuals must be more theoretically grounded. Moreover, good role models are not only needed by deaf and hard of hearing children and youth but they are also needed by aspiring teachers. We must consolidate resources and increase our level of expectations for all involved. If NCSD were to collaboratively restructure its educational program and if it were to become a resource center for local and rural educational agencies the Lenoir-Rhyne Teacher Education Program to prepare teachers of deaf and hard of hearing students could move into the 21st century. A sketch of possible restructuring follows.

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From Surface Changes to Fundamental Structural Changes

Past educational reforms at both the college and school level have dealt primarily with curricular modifications. Today's reforms in education are more deeply rooted. They involve examining the theories we hold about teaching and learning and the discrepancy between current knowledge and practice. True educational reforms also involve examining the nature of colleges of education, the nature of schools and the relationship between the two. This re-visioning is leading to the re-forming of colleges of education and concurrently schools. I would like to suggest that the Lenoir-Rhyne Teacher Education Program which prepares teachers for children and youth with hearing loss, and the North Carolina School for the Deaf are in a prime position to embark on a similar re-forming or restructuring whereby new partnerships could be created.

Ownership in the Process with Expectations of Making a Difference

Re-visioning and re-forming must begin with faculty taking initiative with the sense that "we are all in this together" and with the expectation that we can "make a difference" in the lives of children and youth with hearing loss. One does not need to search long and hard to find statistics indicating how poorly deaf and hard of hearing students fare on a variety of educational measures. We can no longer wait to respond to State and professional mandates from such organizations as NCATE, SACS, and the like. We need to be proactive rather than reactive. Moreover, our actions must coincide with current knowledge of teaching and learning. Meaningful communication is at the very heart of the teaching-learning process but communication alone is not the answer. We must operate from a theoretical base as professionals rather than from an atheoretical, "whatever goes" eclectic base as technicians. With expectations that deaf and hard of hearing children can do better, informed by current research, and grounded in a theory base, true professionals utilize their students, their student's families and the contexts in which they find themselves as their curricular informants. Technicians, on the other hand, rely primarily upon outsiders (such as textbook publishers) to dictate curriculum and what is best for the learners with whom they work on a day-in day-out basis. Educators of deaf and hard of hearing children must examine their expectations for both themselves and their students, the theory/research-base from which they operate and the constituencies with whom they work if educational reform is to make a difference in the lives of deaf and hard of hearing persons.

We Must Collaborate as Colearners

Jointly Inform Research and be Informed by Research

Proactive restructuring will require collaboration among the college program, the school for the deaf and hopefully in time, smaller public school programs to varying degrees. College personnel have the expertise in communication (specifically language and literacy learning, speech and hearing sciences). We have the time, opportunity and responsibility to stay abreast of current research in these areas and to share such information with practitioners. We also have the wherewithal to be adding to the professional field of knowledge by doing research right here at the North Carolina School for the Deaf where our senior year teacher education program is housed. To do so, we need teachers, co-learners, who are also interested in research and who want to form research collaboratives.

New partnerships between colleges and schools have already been initiated and are growing as much of the relatively recent research has been conducted in the contexts where children and teachers are learning. College researchers are no longer dropping in to "get the goods" or to perform "academic rape" by conducting some research and then leaving the teacher and students high and dry with nothing in exchange except a "thank you" at the bottom of a published article. Rather, teachers and researchers are working side-by-side with one another focusing on research questions of joint interest. School-based teachers and college researchers are collaborating and "walking the talk" together. Practice is informing such research while research is also informing practice. In other words, the best of research and the wisdom of practice is changing what we know about teaching and learning. Research is now generating good practice as well as an enhanced knowledge-base. This research should be evident in what is happening in the classrooms at the North Carolina School for the Deaf. Prospective teachers are also seeing college and school personnel collaborating as part and parcel of being an educator. This need not only be happening in "hearing" education. It could very reasonably be happening in deaf education right here in Morganton, NC as well. To make the research to practice and practice to research connection, on a part-time basis, perhaps the equivalent *of* one day a week, a college person could be assigned to coordinate collaborative research endeavors.

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We Need to Communicate and Walk the Talk

Partnerships need not only be built between colleges and schools but also in our very own schools, buildings, and departments. We need to communicate about what we are doing professionally so that we have a sense of the integrated educational experiences to which we invite our students. Regardless of what subject matter or what grade level we are teaching, we need to have a sense of the common ground we do in fact share.

How do we see ourselves in a connected sense? How are we a learning community with the same set of learning principles that we espouse for our students also true for us? How are we walking the talk, modeling, or practicing what we preach?

Prospective teachers need to become members of the teaching profession in the same way that one naturally learns other things, such as language. They need to be immersed in a variety of teaching situations where theoretically grounded, reflective practitioners are willing to share their skill and their craft with them. These full-fledged members of the teaching community need to expect the new members to do well, provide rich demonstrations for them, give them responsibility for their own learning, give them opportunities to use their developing understanding, realizing that "mistakes" or approximations are an essential part of learning, and respond to these prospective teachers in a relevant, timely and non-threatening manner. This is a new kind of partnership. It requires reflective teachers who are willing to talk about why they are doing what they are doing. It requires teachers who have questions as well as answers and teachers who see themselves as lifelong learners, eager to support novices entering the teaching profession. This is in contrast to teachers who think they have all the answers or who have stopped questioning the dynamics of teaching and learning partnerships.

A Resource Center Beginning with a School within a School

Reflective practitioners think about what they are doing in light of their specifically situated contexts. They work from a theory base seeing themselves as learners along a continuum, and they seek out others with whom to collaborate about what they are learning. In restructuring teacher education for the senior year students and graduate students in Lenoir-Rhyne College's teacher education program for those wanting to teach youngsters with hearing loss, a restructuring of NCSD would also seem necessary. Similar to a magnet school notion, perhaps the place to start would be to develop a school within a school. Teachers, administrators and school personnel wanting to restructure, wanting to reform and be involved in the education of teachers could build a professional practice school whereby all come together as equal partners in education. Teaching would likely be radically different than what currently exists. An integrated curriculum would be the norm. Learners at all levels from preschoolers through veteran teachers would expect to be givers and takers, learners on both sides of the desk. Teacher education would be seen as a lifelong commitment with initial certification as the license to continue to learn side-by-side with deaf and hard of hearing children and youth as well as fellow colleagues.

The North Carolina School for the Deaf and Lenoir-Rhyne's Education of the Hearing Impaired Program have worked well together in the past. We currently stand at a threshold which offers many possibilities for new ways of collaborating and needed change. Any financial assistance or support we might receive through the Reauthorization of the Education of the Deaf Act would enhance our possibilities.

Chairman OWENS. Thank you. Ms. Sharon Hovinga.

STATEMENT OF SHARON KAY CRAWFORD HOVINGA, SENIOR BOARD MEMBER, NATIONAL ASSOCIATION OF THE DEAF

Ms. HOVINGA. Good morning, Representative Owens, Hon. Chairperson of the Subcommittee on Select Education, Representative Ballenger, ranking member of the subcommittee, and others present at this hearing.

It is indeed an honor and a privilege to be asked to present testimony on the Reauthorization of the Education of the Deaf Act.

In 1986, deaf Americans hailed the long overdue passage of Public Law 99-371, the Education of the Deaf Act of 1986, which established the Commission on Education of the Deaf. This prestigi-

ous body conducted a 2-year study of educational programs for deaf and hard-of-hearing children across the Nation.

The final report of this Commission, "Toward Equality: Education of the Deaf," released in February of 1988, resulted in the primary and inescapable conclusion that the present status of education for persons who are deaf in the United States is unsatisfactory, unacceptably so.

Two full years have passed since this report was submitted to the President and Congress of the United States. Has the report of the Commission really made such an impact on Congress that there is a significant upgrade in the quality of education being offered to hearing-impaired Americans? Perhaps it is too early to evaluate long-term effects, but there is so much that remains to be done.

Granted some strides have been made in the establishment of special committees, more deaf persons on school boards where there is a program for the deaf, more deaf persons in administrative positions and so forth.

But what have we really done in the way of direct services for the children and their parents that we haven't been doing before?

Being an educator and school administrator by profession, I would like to focus my testimony on the issues related to child and parent education that still need immediate attention.

In Chapter 2, Elementary and Secondary Education, of the recommendations, the Congress and the Department of Education were requested to provide guidelines and technical assistance to State and local education agencies and parents to ensure that an individualized education program for a child who is deaf takes into consideration among other things, placement preference, preferred mode of communication and family support. We do not appear to have made much progress in this area.

Please allow me to cite some examples. In some States, parents, even deaf parents of deaf children, are still being forced against their wishes, to mainstream their deaf children rather than place them in residential schools. There are several residential schools for the deaf in danger of being closed for supposedly economic reasons, despite the protest of parents and the deaf community. This is not what the majority of deaf Americans perceive to be placement preference.

We need to reemphasize the importance of language acquisition, as Dr. Turk has said, and you will hear this again and again, of American Sign Language being recognized as the native language of deaf Americans, with ASL being offered in all foreign language programs on both the secondary and postsecondary level.

Parents desperately need ready access and close proximity to instruction in American Sign Language or whichever language of signs is their preferred mode of communication for their child, which will in turn result in increased language acquisition which was recommended within this chapter for consideration as a top priority in federally-funded research. Here we are with research again.

However, to offer sign language instruction is not enough. Funds need to be appropriated for sign language classes taught by qualified and competent persons who are able to impart to these parents not only the skill of signing, but also the cultural and psychological

nuances that accompany the language and the population in question, and for a clearinghouse on information related to hearing loss, to which parents and educators of deaf children would have ready access free of charge.

Many children in the mainstream program are being provided with interpreters who may or may not have had sign language instruction. These signers certainly are not qualified to convey an ongoing lecture within the classroom, nor are they qualified to the point where they can be the deaf child's voice in question and answer sessions, nor are they qualified to be the communication facilitator in parent conferences where a deaf child or deaf parents are involved.

Greater appropriation in this area should be a prime consideration of the appropriations committee. This would also lend family support to the family unit, as addressed by Chapter 2.

However, the family needs much more than just sign language skills and information on hearing loss. Families need local support groups where they don't feel alone in dealing with the unique responsibility that has been placed on them: the raising of a child with a hearing loss. More often than not, it is a profound loss. Deafness is an invisible handicap and this in itself is a cruel twist of fate, basically because there is much less public awareness and sensitivity surrounding hearing loss than any other disability.

The Department of Education needs to stringently address the quality of education being offered in programs for the deaf, both in the public mainstream and in residential schools.

A closer look needs to be taken at teacher training programs to ensure that a balanced perspective and multi-sided technology is presented to serve a vastly diversified deaf population.

It is widely believed that most learning about life in general generates outside the classroom. So from a logical point of view, residential school dormitory programs need to be upgraded so that they reinforce the academic program and are given emphasis and funding on a par with academic programs.

The quality of education of the deaf still suffers a great deal. We are still awaiting the quality in education bill recommended in Chapter 2, which related to provision of high quality training programs for academic, dormitory and clinical staff to ensure that the children receive services from highly trained and highly qualified persons to whom they are able to effectively communicate their needs and from whom they are able to receive effective communication and/or services in order that they may be nurtured to their fullest potential.

Bicultural/bilingual education needs some real focus. Although the movement towards this aspect of education has recently been implemented, there is a tremendous need for training of program coordinators, rather than just being involved based on their deafness or related background. Funds need to be appropriated so that this training will result in an educational component being available to our children on a nationwide basis, with a curriculum specifically geared towards enlightening our children on this issue.

I have witnessed and experienced the need for these services first hand, being a deaf adult, the parent of a deaf child and an educator of the deaf.

I strongly urge you to give considerable deliberation to the previous testimony presented on behalf of the National Association of the Deaf by Dr. Rosyln Rosen, present just 2 days ago.

The text of Dr. Rosen's testimony, and her subsequent recommendations truly reflect the thinking of a major segment of the deaf community in this great Nation of ours.

Hearing-impaired Americans are grateful for any legislative action that will better the quality of life we lead, especially if it affects our children. They are our most precious resource.

Again, I thank you for allowing me this wonderful opportunity to be one of the voices of deaf America. You have proven yourselves to be among an elite group, those who listen.

To quote Matthew Henry, "there are none so deaf as those who will not hear."

Thank you.

[The prepared statement of Ms. Hovinga follows:]

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Please allow me to cite some examples. In some States, parents, even deaf parents of deaf children, are still being forced, against their wishes, to mainstream their deaf children rather than place them in residential schools. There are several residential schools for the deaf in danger of being closed, for supposedly economic reasons, despite the protest of parents and the deaf community. This is not what the majority of deaf Americans perceive to be "placement preference."

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In closing, I strongly urge you to give considerable deliberation to the previous testimony presented on behalf of the National Association of the Deaf by Dr. Roslyn Rosen, President, just 2 days ago. The text of Dr. Rosen's testimony, and subsequent recommendations, truly does reflect the thinking of a major segment of the deaf community in this great Nation of ours.

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Again, I thank you for allowing me this wonderful opportunity to be one of the "voices" of deaf America. You have proven yourselves to be among an elite group . . . those who listen. To quote Matthew Henry, *Commentaries*, there are "none so deaf as those that will not hear."

Chairman OWENS. Thank you.

I want to thank all of the panelists. From your presentations I think it is quite clear that we have a group that has much to contribute, and we can have a very meaningful dialogue, a dialogue that would not, I assure you, be academic, but a dialogue that will

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help us to fashion the kind of law that would benefit all people who are deaf or hard of hearing.

We have a unique situation in the country right now. The passage of the Americans with Disabilities Act has sensitized the entire nation. It certainly has sensitized the people in Washington who make decisions about the needs of individuals with disabilities.

That community totals nearly 45 million people, and the deaf community is a small part of it. But I think the sensitivity is great enough now to deal with the needs of each segment of the community of individuals with disabilities.

Certainly in the reauthorization of this Act, we are presented with a golden opportunity to follow through on the momentum that was created with the passage of the Americans with Disabilities Act.

This is not just another reauthorization; this is an opportunity that won't come soon again. In our society, any item that is on the front burner and getting mainstream attention doesn't last long. That is just the way society moves. So this is the time to do it. We want to have a dialogue and try to come up with the best possible legislation that we can.

You are fortunate that you live in a State like North Carolina which has been very sensitive to the problems, and obviously you have resources and more attention devoted to the problem than many other States.

The Federal Government plays a minor role in the support of your system here. My assistant has just handed me some statistics that show your State funds devoted to this effort total $6.9 million annually.

At this point, the Federal Government is only adding $97,000 to that amount.

I'm sure the same pattern would be repeated with other schools and other activities related to the education of the deaf. The Federal Government is really only paying a small amount. I'm not happy about that. I wish we could take steps to shoulder a greater portion of the financial burden.

Our greatest contribution, however, can be made in developing a system which would be supportive of the efforts of all States. North Carolina has taken some steps, is out ahead, and can be a focal point for improving the total system for the education of the deaf throughout the country.

We have heard over and over again—in statements made by persons like the panelists or in the pleas of mothers and students—that they want the least restrictive environment on the one hand and they want the critical mass for natural socialization on the other. Mr. Lemke, to use your phrase: They want a critical mass for socialization. You want that balance; you want both worlds. How do you create both worlds?

Should the Federal Government focus more on providing resources and funds for transportation so that we can move people around and always guarantee that students get that critical mass, given the fact that the number of deaf students at any one location always is a very small percentage of the total population?

Should we be able to move people into North Carolina from parts of the South where they don't have residential schools of the qual-

ity that you have? Should we be able to move students? I don't know.

Do you have summer camps and other ways to help students who are in the mainstream get the socialization experience by coming to a residential setting like this?

Tell us more about what could be done to achieve both objectives—the objective of critical mass for natural socialization, and at the same time, the technical assistance and the support services for the mainstream, the least restrictive environment efforts. I'd like to have all of you comment on that, if you would.

Dr. TURK. Last January, we established in the State of North Carolina a task force on quality assurance for deaf and hard-of-hearing people throughout the State. This group is comprised of 21 people from diverse professions and social backgrounds.

The plan is to develop a comprehensive cradle to grave program for all of the deaf and hard-of-hearing people throughout the State.

Education is one of the two categories of this plan which we have almost completed. A report in its entirety will be submitted to the Secretary of the Department of Human Resources, David T. Flaherty, the first week in May immediately following our first statewide conference on deafness and hearing loss in Raleigh, April 30th through May 2nd of this year.

I do think that you will benefit a lot from this report. The committee is comprised of parents, members of statewide parent groups, a group that we call SPAEK, which is an acronym, S for statewide, P for parents, A and E for advocacy and education, and K for kids, S-P-A-E-K.

This is the first of its kind for a statewide group of parents throughout the country. You should be able to get a lot of ideas from a group like this.

If you would like a copy of that report, I would be more than happy to send you one.

Also, the report is going to be emphasizing how we can go about developing a statewide model for integration, collaboration, partnership and reciprocity.

Chairman OWENS. Could you tell me, Dr. Turk, what is the approximate population in North Carolina? How many people are deaf and hard of hearing that you want to serve?

Dr. TURK. The population is 553,000 people, deaf and hard of hearing.

Chairman OWENS. Five hundred and fifty three thousand?

Dr. TURK. Yes.

Mr. BALLENGER. In North Carolina?

Chairman OWENS. In North Carolina?

Dr. TURK. Yes, that's correct, in North Carolina.

Chairman OWENS. Thank you.

Would either of the other panelists like to comment? Tell me, is transportation a major item that ought to be in the budget? Is it as important as teachers and teacher training?

Dr. WHITESELL. I think from just what I have heard this morning, and some parents' concerns that I have not heard addressed this morning, many parents frequently call us, even as a teacher education facility, seeking places their children can go in the summer.

People have also talked about partnerships and working together. Perhaps we can bring people to one site in the summer where children and youth with a variety of communication needs could learn to respect the diversity that we have even within the deaf and hard-of-hearing continuum.

So from what I hear, I would love to have a summer program where we could also have teacher education that is not for graduate school or for certification, but rather for a lifelong kind of experience.

Research could be done there (psychomotor, affective, cognitive) and concerns of deaf and hard-of-hearing children and youth could be addressed. How much it would cost is another issue.

Chairman OWENS. Of the 553,000 people who are in the target population to be served, how many would you guess are exposed? I understand you have three residential schools. How many in their lifetime would ever visit one of these institutions? How many would get the benefit of some exposure to what goes on, or even what you teach at Lenoir-Rhyne College? How much exposure would they get?

Mr. BALLENGER. The superintendent over there might be able to give us a bit of an idea.

Chairman OWENS. It is meant to be a mind stretching question.

Mr. DILLINGHAM. Let me answer your question in a couple of ways.

Chairman OWENS. Will you identify yourself for the record?

Mr. DILLINGHAM. I'm sorry. My name is Elmer Dillingham. I'm the superintendent here at the North Carolina School for the Deaf.

Chairman OWENS. Welcome, Mr. Dillingham.

Mr. DILLINGHAM. Thank you. This school currently serves approximately 280 students. The Eastern North Carolina School for the Deaf serves approximately 360 students and the Central School is serving about 150 students. So for the particular schools for the deaf, that total would be the number of children being educated.

Chairman OWENS. Those are served on an ongoing, regular basis?

Mr. DILLINGHAM. Yes. Correct.

Chairman OWENS. Do you have any other activities in these institutions that would be open to the public from time to time that would expose those who are not residents to what goes on?

Mr. DILLINGHAM. On a very limited basis. We've had a lot of visitations. We would like to have summer programs. That's a part of our task force involvement, to recommend summer programs, not only for our students, but for the students in the public school programs that would enhance this opportunity.

Here in our three schools, we also mainstream some of our students to the local public schools, which offer a broader continuum of services.

So, transportation you mentioned is one thing, but distances is another thing with the isolation and geographic design of North Carolina.

That is why we are fortunate to have regional schools, and our students are transported to and from home every weekend. So you can imagine the mass transportation that we're already spending.

But to do that on a daily basis for public schools could be accomplished on a limited basis and options are always available.

Chairman OWENS. I wasn't thinking of a daily basis. I was thinking of exposing youngsters to that critical mass for natural socialization without having to do it all year round. They would at least take advantage of the experience occasionally.

Mr. DILLINGHAM. We do not have funding for summer which is a prime time to do those socialization activities, and also bring in the staff of public schools to do joint training with our own staff and creative learning situations that could be shared with staffs from all areas.

Chairman OWENS. Thank you.

Mr. Lemke, did you want to comment?

Mr. LEMKE. I guess just to echo the whole concept of a summer type program, yes. Knowing just the Durham region and how isolated kids can be there.

But the summer or even on a twice a year basis utilizing the facilities of the three State schools would be a wonderful opportunity. It will be interesting to see what some of the students say in answer to that question.

I'd like to hear Melanie answer that question herself later. Would Melanie, as a student growing up in a public school program, take advantage of opportunities like that to come to a State setting to meet other deaf people? Obviously some kids in the public school programs either start in residential schools and end up in public programs, or vice versa. So they know one another.

There is some link there, but there is very little opportunity once those kids move their school placements, unless the parents do things on their own, which I don't find happening all that often. So I think it would be a wonderful opportunity.

Chairman OWENS. Ms. Hovinga, you were very critical about the lack of progress that we have made. You are probably right. You also pointed out that there are residential schools for the deaf that are in danger of being closed. Would you comment on my observation about the need to make greater use of these residential settings to serve mainstream children?

Ms. HOVINGA. Both mainstream and residential schools need to be improved, not just the residential schools. I feel that the residential schools could be used as statewide resource centers.

We have over 100 years of experience here. We have learned from our mistakes. So I feel that we have a lot of expertise and knowledge to offer to the public school programs. We need to have better cooperation in that effort. We do have some contacts with the public schools. As school principal, I have tried to do some mainstreaming with some of our children in some of the programs here. This is my first year here in North Carolina. We are trying to work with the public schools, but some of them are still not sure what is involved in mainstreaming students in their programs and they are a little resistant to that.

I think we need to play a major role in that effort also. Also, as you said, we need more public awareness of our schools.

I've been associated with several different schools in different States, and I can honestly say that this school, here in Morganton, is very well publicized.

I can go to almost any store in Morganton and I can find someone who can sign, and that's wonderful.

However, that is not the norm for most schools for the deaf. This is a small town. We are lucky here. But it is not the norm for most deaf schools nationwide. So I'm making my comments from the perspective of the nationwide level.

But when research shows again and again and again and again that the educational level of deaf children is not improving dramatically, we know that we are not doing the job that we need to be doing.

And as for making better use of facilities and the resources we have, I don't know the answer to that. I just know that we're not making the best use of them.

Chairman OWENS. Thank you.

Dr. Whitesell, what I'm seeing here is that you are probably ahead of most States. You have an advantage. We would like to see in what way we could piggyback on that by having some collaboration with the Federal Government, and we could start with this reauthorization bill to experiment and see if we can get some models that might be useful for the rest of the country. You mentioned, Dr. Whitesell, that you do attract students already from all over the country, the teachers of the deaf.

To what degree do you relate, collaborate and interrelate with the Gallaudet University or the National Institute at Rochester?

Dr. WHITESELL. We as a college program do not collaborate in any other way than to receive and share information and research. But I think that while those places are doing some very good things, just like I think while this partnership here in the past has done some very good things, the world has changed, the situations are changing.

And we also can contribute or add to what deaf and hard-of-hearing individuals need. If the public school systems in North Carolina and the Schools for the Deaf work together, I think we need to look more at what we are doing based upon why we are doing it, and that it is educationally sound. I think we frequently get into the debate about communication, which is very, very important.

But if we cannot begin by communicating in our individual schools for the deaf, in our individual public school programs, our individual buildings about what we are doing, we cannot collaborate very much among the schools for the deaf and among the public school programs.

We say we are about the business of communicating, but we don't communicate very well.

What Gallaudet and NTID have is good, but we have the capability of looking at the situation in the Southeast where we are rural.

We do not have all of those deaf people going and living in the Washington, DC and Maryland area. We are very spread out. We don't have the technology. It's a different situation than in the NTID area or the Gallaudet area.

They are good. I'm not saying that what they are doing is not benefiting us. We can work with them and not reinvent what they are doing. I'm not exactly sure of any other way we would collaborate with them.

Chairman OWENS. On research—you do research?

Dr. WHITESELL. We do.

Chairman OWENS. And there is a need for more research. Some of the research I'm sure is applicable to deaf people anywhere, regardless of what area of the country they live in, rural or urban setting. There are many other things they could learn from you in terms of the unique situation that you have here.

Dr. WHITESELL. I think until college and university people come down and do more and more research in classrooms and classroom teachers understand that research is part of the professional ongoing development which is happening in so-called hearing education, and is happening where people want and have high expectations and believe it can work, until that happens, it doesn't matter whether it is here at the School for the Deaf or the mainstreaming program, we need to work together.

And the research we are doing is important, but there never seems to be money to support the research. Therefore, it seems to be an extra burden for many. They see it as an extra, not a part and parcel of being a professional educator.

Chairman OWENS. I have a few more questions, but I will yield now to Mr. Ballenger, and come back.

Mr. BALLENGER. Thank you, Mr. Chairman.

Dr. Lemke, you are a creator of the program the Durham City Schools started. The idea is completely new as far as I'm concerned. What was shocking to me was to hear that there were over 500,000 individuals in the State of North Carolina with a hearing problem. Are there any other areas of the State like Durham, where you've gotten four or five or six counties together in providing as you call it, a proper mass?

Mr. LEMKE. I'm not aware of any formally organized programs that are operated by the public schools like we are. There is some effort underway in a few neighboring counties to jointly pull their students in more closely to home to provide services.

But unfortunately, I think all they have been able to do is generate a teacher and a classroom and save themselves some transportation dollars.

And that is not critical of their effort, but I don't see another program with enough students. And like I said, our program of between 45 and 50 is barely enough to provide that critical mass.

So it's not an easy thing. You have to give up some things such as the transportation on a daily basis for some kids. I know it gets real tiresome.

But like I said, the alternative is to go to the residential school and many families just are not willing to do that either.

I think as far as I know, in terms of a formal organized program, we're about the only one doing that.

Mr. BALLENGER. Do you get assistance from the State? Is it mostly local, or is it State funded?

Mr. LEMKE. It's mostly local. We get two State teaching positions now as of this past year. And most of it was just strictly Durham County local funds. That was the original way it was set up. We have over the years changed the way it's supported. For example, Orange County transports its own students. We do not provide transportation funds to them. They do that.

But then we contract with Orange County Schools on an individual cost per pupil arrangement, so whatever services that child gets, Orange County pays a portion of that cost.

Now they are able to obtain up to 50 percent of their reimbursement from the State. So the State does have a role, but there is no direct State support for the regional type program, other than what is called Special Small School Teaching Positions, and those positions are available on a year-by-year basis to operations like ours. And like I said, this past year we received two of those positions. So there is some State support.

Mr. BALLENGER. I would like to ask Dr. Whitesell. Major Owens and I were involved last night in the Higher Education Bill. We were voting on the various and sundry programs like finance. Do you have anything outside of the standard Stafford Loan Federal grant programs to assist you? Does the State of North Carolina assist? Or does the endowment to the college?

Dr. WHITESELL. Until 3 or 4 years ago, the Lenoir-Rhyne program received Federal money. That money enabled us to have summer school, for example, and provided for some financial assistance to students. But there is no particular separate, different money for us.

It is not a very cost effective program for Lenoir-Rhyne College, when you look at the numbers and the hearing-impaired student costs.

Mr. BALLENGER. What was the Federal money that was coming in and now is no longer there?

Dr. WHITESELL. Personnel preparation.

Mr. BALLENGER. Do you keep a record of—you said 680 students have gone through this course—as to how many went into actual teaching?

Dr. WHITESELL. I don't have hard numbers to give you, but in the last several years, probably 80 to 90 stay in education. We have students who have gone on for doctorates; we have students who have gone into speech and audiology; some stay in the classroom; some become administrators. It's really across the board. All of our students now must—and frequently in the past did—graduate with dual certifications, so that students can teach hearing-impaired or deaf, as well as hearing students.

Mr. BALLENGER. Since you are so close to Hickory, Catawba County, Newton/Conover, do those school systems use the services of a signer, I guess you'd call it, or anything? Or do they try to mainstream their students?

Dr. WHITESELL. There is an extreme need in my opinion. I've been in and out of the State for a few years, so I'm sure the task force could tell you more specifically and be more thorough. But in my opinion and from what I have heard this year, we are in very deep need of qualified educational interpreters in the area, so that students who want to come here part of the day and go out can have interpreters who know what they are doing.

And many of us feel that with the expertise here, it would be better if they were educational interpreters with special skills for working with children in some of the places like you are talking about.

We have a few students who sometimes transfer to NCSD or come to Lenoir-Rhyne who have been in local programs like Lenoir or Catawba. But they are very few and I think there is room for improvement in working together for the continuum of options.

Mr. BALLENGER. I just thought that because of the existence of Lenoir-Rhyne and it being there, that the county and the general area would do a better job. It sounds to me like Durham is doing a much better job, and the counties around Durham are doing a much better job than we are in our own local school system. I don't know whether that's true or not.

Dr. WHITESELL. It seems like the superintendents could speak to that. But having previously headed up the Durham regional program, my feeling is that most of the people around here have an equal degree of hearing loss and they choose to come to the School for the Deaf instead of doing something in a public school.

And it seems to be largely this end of the continuum, or this end, where there is perhaps room for working towards the best of both.

Mr. BALLENGER. Major and I were discussing while coming over here the beautiful school you have here, and the three schools throughout the State. Have other States—South Carolina, Virginia, Tennessee—done something similar? Or if they don't have something similar, is it possible to use a facility like this to work with other States? Maybe I'm asking the wrong folks? I mean, assuming that they would pay their own way?

Dr. WHITESELL. What do you mean by similar?

Mr. BALLENGER. I mean a residential setting for deaf students. Does South Carolina have one, Tennessee, Virginia?

Dr. WHITESELL. Yes.

Mr. BALLENGER. They all have the same, so we would be putting together similar programs. They would be the same. I'm just thinking of the mass the doctor kept speaking of.

Dr. WHITESELL. I think we have an opportunity to improve some of the services that hearing-impaired children and deaf children are getting.

We heard today and you hear over and over, that in public schools they may be getting services, but not of the quality they should be. We have a large population here; and we have a teacher education program here; and there is a need for education interpreters that is another area. The places are here, the students are here, both hearing-impaired students and people who want to work in some professional field with the hearing impaired. It seems we could have a model program for interpreting for children in school settings. Interpreting for college students and kindergarten students, is very different, and there is perhaps a unique opportunity for that, in my opinion, in the area.

Mr. BALLENGER. That sounds like a fascinating idea. Thank you, Mr. Chairman. I'll give it back to you.

Ms. HOVINGA. I would like to respond to the idea of using another school. It has been discussed many times. The problem is there are divisions. Many deaf people are worried about schools closing because of the declining population. Many parents want to keep their children at home.

We have discussed very often establishing regional schools for the deaf instead of State schools for the deaf. But the difficulty

with that is that parents want their children closer to home and you cannot blame them for that.

But the choices are staying within the State and trying to provide programs nearer to home and then together as regional schools and trying to establish those kinds of critical masses that we are talking about.

In North Carolina, our school population is larger than in many schools for the deaf. We are lucky in that we are able to create a pretty large group of students in each school.

So that is something that we have to talk about and consider when we are talking about the resources that we are using. We are not even at our full potential here in North Carolina.

In almost all of the deaf schools, the administrators, Dr. Turk, and all of us are new and have just begun this school year; in the Eastern School, it is the same. We have all new administrators. So there is a lot of potential for many things that will happen here and for using our resources better.

Dr. TURK. Dr. Lemke has said that there may be some parents who don't like the idea of sending their children to residential schools. That's true and understandable.

But that calls our attention to what Ms. Hovinga has said: the need for parental education. A lot of parents that I have been in contact with realize that all options, residential or mainstream, are just as child-centered as they can be.

And they don't realize that our educational system belongs to no one but the children; not to the boards, not to the State, not to the administrators, not to the teachers or anyone else, but to the children.

And we need to be concerned about the children themselves and what their immediate or particular needs may be. Where these children should be placed is a very important issue, and how their needs are going to be looked at to determine their placement accordingly.

But a lot of parents don't understand that. That's one of the biggest reasons why we decided to establish the SPAEK group I referred to earlier. All parents in the State of North Carolina were able to band together and ensure that deaf and hard-of-hearing children, individually and collectively, receive quality services and programs.

One idea that you might want to look at is this: Why not think in terms of establishing something, maybe Education of the Deaf Act Advisory Council on the national level, having people from diverse backgrounds? Maybe they can meet twice a year and advise you on the different needs of the deaf and hard-of-hearing children, and to do this from time to time.

Chairman OWENS. Thank you.

Just one last question: With technology and the advances in educational technology, to what degree are you utilizing computers, computerized instruction, films, videos, et cetera, in your educational programs? I notice at this school, you have 286 students with a staff of 230. That is a high ratio of staff to students. Does the future of educational technology mean that you can probably serve more students with fewer staff?

And to what degree do you see research and development in this area offering anything that is promising to the teacher? That, I address to all of the panel. Yes?

Ms. HOVINGA. I would like to respond to that. Truly the teacher of deaf education has changed tremendously. There are many deaf children who are not just deaf, do not have not just hearing loss, they have other difficulties, physical handicaps, emotional handicaps, behavior problems. Many of those children are on medication. We have many children here as a result of brain damage that has caused a variety of damage to their systems. We have the crack babies coming in. We often have to have two or three staff work with a special child, a special behavior issue. We have some severe disabilities and severely handicapped children.

This is a very difficult situation to work with. The reality is that in the residential schools, many of our children fit into that category.

The ratio you were talking about is pretty low compared to other schools. They have a lot more people than we do. When working with a staff for our children, you have to talk about the fact that we have cleaning people, we have cooks, we have maintenance people.

We are not talking about just staff who instruct. We have a lot of caretaking that needs to be done and the buildings have to be taken care of.

We have the mainstreaming programs, and we are trying to upgrade opportunities for many kinds of people who have worked with these students that don't need to be hired in public schools because they don't have dormitories and those kinds of facilities. It is a real difficulty. However it is a real necessity.

Dr. TURK. As all of us know, communication and appropriateness are two key things. For example, what is a classroom experience if the deaf and hard-of-hearing child doesn't really understand what is being communicated?

I think the statistics are misleading, if we were to make sure that our mainstreamed programs were completely honest to the hilt.

I remember one study that showed if there were eight children with a psychologist, social worker, counselor, teacher, all who could communicate very fluently with these deaf children, it would cost $82,000 per year per child.

It is of course a lot more expensive, and it would be so in the mainstream programs if they would make sure that everyone was being honest and looking at it in that respect here and there. So I don't think that you can use statistics like that.

Chairman OWENS. Dr. Turk, do you have any programs that use video-taped instruction, computerized instruction or films?

Dr. TURK. Oh, yes. Yes. I would think that most schools for the deaf throughout the entire country have these types of things. I remember mainstreaming programs having them as well. What in particular can I help you with? Or what in particular would you like to know?

Chairman OWENS. Anything.

Dr. TURK. Well we do have things like this and I think that it is like this anywhere. Maybe someone else would be able to help you.

Ms. HOVINGA. Really, it is wonderful that we have a lot of technology and we have captioning, but the difficulty of the problem is again the language acquisition. Most of our deaf students do not have the language acquisition to read that stuff. And that makes it very difficult to use some of those things in the classroom.

Many of the textbooks that are written today are not at an appropriate level for our students. They are difficult for hearing students, much less our students.

And we are expecting our students to be able to read those, when we have not provided them with the exposure to that language and that language acquisition.

When they go home for the summer, many of them lose that communication and then they lose that ability to continue their language acquisition. A lot of the video tapes and things like that are all wonderful. However, it is difficult for us to use some of them with our students because of the language acquisition.

You were talking about technology. This meeting room is a good example of technology. It's not real good, but we make the best of our resources here. This is not an appropriate place for this kind of a meeting.

I'm not being critical. We have to use the resources that we have. But, we do not have—I'm not sure what you call it—but, the machine that allows hard-of-hearing people to hear what is going on. We do not have an oral interpreter here today for oral deaf people. Really we don't have the appropriate lighting in this room. We don't have the technical things we need to make this meeting fully accessible.

I'm not trying to sound so negative. However, this is a reality. We have many things. There are still many pieces of technology that we do not have.

Chairman OWENS. Dr. Whitesell, would you care to comment in terms of the future of teaching and technology?

Dr. WHITESELL. I agree that the issue is communication. I don't think that technology is essential necessarily when there is no communication.

We do not have all the answers, and we are working together with families, regardless of what the communication mode is.

I also agree that for many children, reading what is available in technology is an issue. We need to increase reading levels.

I think that goes back to teachers looking at what they are doing and why they are doing it. And in deaf education, we have lots of room for improvement.

We say that the world is changing, but many teachers of the deaf are teaching the same way they taught before there was so called program communication or AFS classes. They have not made changes that supposedly were going to happen to improve that reading level.

Many children are showing us time and time again, reading what they are reading on TV, and some tell us what we don't like for them to tell us that they are seeing. They are understanding it when there is a need, and they want to understand it.

And my hope would be that maybe with time, captioning both oral and manual, whether they are ASL, English, cued speech,

whatever, can come to meetings like this or in a public school classroom.

Many high school students who are looking for practical experience in typing could do live time typing where you see the speaker there and the words, where you don't need an interpreter.

Perhaps that technology will be of some use to us in the future. I think it may.

Chairman OWENS. Thank you very much.

Did you want to comment, Mr. Lemke?

Mr. LEMKE. Yes. Let me just give you an example that kind of bridges what the two speakers have said here. For example, our classrooms all equipped with TDD's, VCR's and computers. Students use those on a regular basis. Thanks to the community support in Durham, we have been able to acquire enough captioners—years back before they became so prevalently used—to loan to parents so that we can get parents to understand how critical they are to have in their homes. I think at this point almost every home has a captioner. Not every home has a computer.

So access to this technology, I think we have come a long way with that. Utilization though, of the technology, I think is the big question.

You have brought the computer into the classroom, you have the TDD's, you have the captioner. That does not necessarily mean that the teacher knows how to use that technology to teach. And I think that's something that is changing, but we still see evidences of it.

The idea that some kids cannot read all the material coming through on the captioner, that's a good example. That goes back to the old days of teaching deaf children when the common thought was we should reduce all the reading to a third or below grade level so that we can teach the child the language.

So after several years of this, we come to the understanding that we have never exposed the child to anything higher than the third grade level of reading material. So why is it such a surprise that the child cannot read anything above the third grade level? I think we are at that point in our technology where we are exposing the kids to the technology, but I don't know that we are utilizing the technology in ways such as linking networks: kids from mainstream programs linking networks up to residential programs, to have actual dialogue back and forth to enhance the use of that language. I don't see that happening yet.

But that is an example of something that we could do and I don't know that it would be all that expensive to do. So I think it is available to us. I just don't know how we are utilizing it yet.

Chairman OWENS. Yes, Dr. Whitesell?

Dr. WHITESELL. One other quick thing I feel an obligation to say is that currently—this is a very loaded statement, so let me try to preface it a little bit. I am very well aware of the difference between the sociological understanding of deafness or a cultural understanding of deafness or hearing loss, and a medical one.

But I think when we're talking, that one thing that has been missing here is that in terms of technology, we are at a breakthrough in many areas of what can be done audiologically, and while I think it can be used against or to the detriment of hearing-

impaired and deaf children in that so many eggs can be put in that basket, we ignore their social needs. We ignore their choice to have the options along the continuum. It can be good by looking at it, and it can be bad. But it is one of the options that should not be overlooked because what is being done technologically right now to help hearing-impaired children is way ahead of what it has been and it is not in many respects being utilized to its fullest. It is not a simple issue, but it is one that is part of the big picture.

One simple example may be the fact of giving children—and I'm not saying I'm for or against it but I'm saying that it's something that's currently happening—good amplification, then putting them into situations where they have no need to use the amplification.

That again points out the need for partnerships and people working with families, to look at the whole child, the whole need. And it's not a part of the technology that is brushed under the rug, it seems to me.

Chairman OWENS. Thank you. I think we have had a very good cross section of expertise today. And we appreciate your being here. We may have a few more questions which we will submit to you in writing.

If you have any comments or further recommendations that you would like to submit to us, we keep the record open for 10 days. Again, thank you for appearing. Our next panel consists of Ms. Hope Turpin, North Carolina School for the Deaf; Ms. Jamie Marshall, Ms. Michelle Atkinson, and Ms. Sally Waltz of Lenoir-Rhyne College; and Ms. Melanie Hanchey of Durham, North Carolina.

I understand Ms. Turpin has to get to a class by 1 o'clock, so we will take Ms. Turpin first and if we have any questions for her, we will ask those questions right away so that she can depart.

Ms. Turpin.

STATEMENT OF HOPE TURPIN, STUDENT AT THE NORTH CAROLINA SCHOOL FOR THE DEAF, MORGANTON, NORTH CAROLINA

Ms. TURPIN. In the past few years, a transformation has occurred over me. I have realized and understood the importance of having a sense of belonging, no matter what kind of person you are. In my situation, I was deaf and in an oral education setting with other hearing students. At that time, I was attending A.C. Reynolds High School in Asheville, North Carolina.

Ever since my preschool years, I have been educated by the mainstreaming method. You must understand that I, until this year, never have attended a deaf-based school or institution. My parents were determined for me to receive the best of education.

Due to reasons which I will explain later in this testimony, I transferred to a deaf residential school in Morganton this year. I will try my best to give you a clear understanding of the circumstances of my transformation, discussing the pros and cons of both choices, a residential deaf school or a local hearing school.

I am indeed very honored to present this testimony to all of you. Let me introduce myself. My name is Hope Turpin and I am currently 16 and a junior at the North Carolina School for the Deaf in Morganton, North Carolina. My wishes are that this testimony will make a difference and do good for all of us here.

My phrase for this paper will be, "From a Cocoon to a Butterfly." When I entered the age of 14 and came to the local public high school as a freshman. I was pretty sure I would spend the next 4 years at that school. However later, I was wrong. Academically, I was doing well above average, but socially, I basically felt isolated and out of place among the other hearing students.

Later in that year, I suffered depression and lacked motivation due to my feelings of isolation. People sometimes cannot realize the importance of a satisfying social life to a deaf person.

In my case, I told my parents how I felt, but they encouraged me, since it was common for one to have the "freshman blues." One year passed away, but I found myself in exactly the same situation, but only worse.

Luckily I found relief in my former school's sign language club. That was really the only area where I could stand out.

One day in March of last year became one of the most fateful days of my life. My sign language club had organized a field trip to N.C.S.D. to visit and learn some of the sign language used there. The thing about N.C.S.D. that impressed me the most was the wave of smiling and happy faces all over campus. I was immediately attracted to the close-knitted family emotions they presented to me. The school offered me a very good social life. Therefore, I chose N.C.S.D. for my junior year.

The feeling of isolation at public school kept me from doing as well as I could. After that visit to N.C.S.D., I asked my parents to pursue my enrollment, due to the opportunities to participate in college level classes next door at W.P.C.C., Western Piedmont Community College, to learn more about the deaf and their heritage, to develop a social life with those like me.

Let me share with you a few things about Western Piedmont Community College. It is located right next to N.C.S.D. and it offers for the first time, college level classes to deaf students who are interested in pursuing a postsecondary education.

If Western Piedmont Community College had not opened its opportunities to us, I'd still be enrolled in my local high school.

One thing about N.C.S.D. that I have discovered this year is that if you have a problem, someone is always there to help you. That really marked the beginning of my metamorphosis.

I must admit that sometimes I regretted my move here to N.C.S.D. Although N.C.S.D. seemed like the perfect place to pursue my education and social life, there were some drawbacks. For example, sometimes it seems like they want to make deaf students more dependent and less independent. Students here at N.C.S.D. don't seem as motivated to pursue postsecondary education as they should.

We need more enrollments because the dwindling number of students here have caused some setbacks in the school. Sports here are participated in with little enthusiasm. I often find students bored to sleep in the dorms.

In addition to that, a very small percentage of our students partake at all in clubs and extracurricular activities. We need to motivate those people and make them realize that they can be of benefit to N.C.S.D.

Now I would like to discuss the pros and cons of my education in the hearing public schools. First of all, you must keep in mind that N.C.S.D. is a public school. It is financially aided by the government, just like other high schools in this area. All schools should receive fair attention as well as assistance.

At Reynolds, I received a much higher level of education than here at N.C.S.D. Reynolds offered a variety of classes such as Physics, Anatomy, or even Calculus, while N.C.S.D. has none.

Again this is due to the small number of students, but we need to raise that number in order to have more advanced classes. Also the pace at which students learn here at N.C.S.D. is extremely slow, due to the myth that deaf cannot learn as fast as hearing people. It is true that we do not receive total access to all kinds of communication. But that should not block us from the right of learning at the same pace as others. We deserve equal recognition and encouragement.

There are more people to associate with at the hearing schools, due to foreign exchange students, etcetera. The ratio of the number of enrollments of a public high school to a residential school is usually approximately 30 to 1. We need to balance that number more, as well as satisfy the educational needs of the deaf.

There really are few deaf programs in public schools statewide. If mainstreaming is the chosen method, then encourage deaf students to join with a school with a reasonable number of deaf or hard-of-hearing students so that no one would feel left out.

It is indeed harder to participate in sports and extracurricular activities for us in hearing schools.

In conclusion, I would like for you to realize that there is low acceptance on the fact that deaf people can do anything in the real world. But it is improving over time. Here at N.C.S.D., the deaf can do anything. But we cannot adapt to the real world completely without some changes being made. Students like me are very determined and enthusiastic to make something out of themselves and prove to the world that being deaf is not a barrier.

[The prepared statement of Hope Turpin follows:]

STATEMENT OF HOPE TURPIN

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My phrase for this paper will be, "from a cocoon to a butterfly." When I entered the age of 14 and came to the local public high school as a freshman, I was pretty sure I would spend the next 4 years at that school. However, later, I was wrong. Academically I was doing well above average, but socially, I basically felt isolated and out of place among the other hearing students. Later in that year I suffered

depression and lacked motivation due to my feelings of isolation. People sometimes can't realize the importance of a satisfying social life to a deaf person. In my case, I told my parents how I felt, but they encouraged me, since it was common for one to have the "freshman blues." One year passed away, but I found myself in exactly the same situation, but only worse. Luckily, I found relief in my former school's sign language club. That was really the only area where I could stand out.

One day in March last year became one of the most fateful days of my life. My sign language club had organized a field trip to N.C.S.D. to visit and learn some of the sign language used there. The thing about N.C.S.D. that impressed me the most was the wave of smiling and happy faces all over campus. I was immediately attracted to the close-knitted family emotions they presented to me. The school offered me a very good social life, therefore, I chose N.C.S.D. for my junior year. The feeling of isolation at public school kept me from doing as well as I could. After that visit to N.C.S.D., I asked my parents to pursue my enrollment, due to the opportunities to participate in college level classes next door at W.P.C.C. (Western Piedmont Community College); to learn more about the deaf and their heritage; to develop a social life with those like me. Let me share with you a few things about W.P.C.C. It is located right next to N.C.S.D., and it offers, for the first time, college level classes to deaf students who are interested in pursuing a postsecondary education. If W.P.C.C. had not opened its opportunities to us, I'd still be enrolled in my local high school. One thing about N.C.S.D. that I have discovered this year is that if you have a problem someone is always there to help you. That really marked the beginning of my metamorphosis.

I must admit that sometimes I regretted my move here to N.C.S.D. Although N.C.S.D. seemed like the perfect place to pursue my education and social life, there were some drawbacks. For example, sometimes it seems like they want to make deaf students more dependent and less independent. Students here at N.C.S.D. don't seem as motivated to pursue postsecondary education as they should. We need more enrollments because the dwindling number of students here have caused some setbacks in the school. Sports here are participated with little enthusiasm. I often find students bored to sleep in the dorms. In addition to that, a very small percentage of our students partake at all in clubs and extracurricular activities. We need to motivate those people and make them realize that they can be of benefit to N.C.S.D.

Now I would like to discuss the pros and cons of my education in the hearing public schools. First of all, you must keep in mind that N.C.S.D. is a public school. It is financially aided by the government just like other high schools in this area. All schools should receive fair attention as well as assistance. At Reynolds, I received a much higher level of education than here at N.C.S.D. Reynolds offered a variety of classes such as Physics, Anatomy, or even Calculus, while N.C.S.D. has none. Again, this is due to the small number of students, but we need to raise that number in order to have more advanced classes. Also, the pace at which students learn here at N.C.S.D. is extremely slow, due to the myth that deaf can't learn as fast as hearing people. It is true that we do not receive total access to all kinds of communication but that should not block us from the right of learning at the same pace as others. We deserve equal recognition and encouragement. There are more people to associate with at hearing schools, due to foreign exchange students, et cetera. The ratio of the number of enrollments of a public high school to a residential school is usually approximately 30 to 1. We need to balance that number more as well as satisfy the educational needs of the deaf. There really are few deaf programs in public schools statewide. If mainstreaming is the chosen method then encourage deaf students to join with a school with a reasonable number of deaf or hard of hearing students so that no one would feel left out. It is indeed harder to participate in sports and extracurricular activities for us in hearing schools.

In conclusion, I would like for you to realize that there is low acceptance on the fact that deaf people can do anything in the real world, but it is improving over time. In here at N.C.S.D. the deaf can do ANYTHING!! But we cannot adapt to the real world completely without some changes being made. Students like me are very determined and enthusiastic to make something out of themselves and prove to the world that being deaf is not a barrier.

Chairman OWENS. Thank you very much.
Ms. Jamie Marshall.

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STATEMENT OF JAMIE MARSHALL, STUDENT AT THE NORTH CAROLINA SCHOOL FOR THE DEAF IN MORGANTON, NORTH CAROLINA

Ms. MARSHALL. There are a lot of things I want to say of the changes among the students and the deaf culture as I have seen here in my educational experience.

So much has happened here in this school lately that people are starting to learn the real meaning of this particular word, "deaf." The true meaning of deaf is that we, the deaf people are capable of doing as much as anybody else could, except we cannot hear.

I'm glad that we have finally realized after all these years of coping with so much rejection and old attitudes and when we couldn't take it any more, we took all our feelings of determination to prove to everyone that we are just as important and special as they are.

Deafness is not a barrier to life. It is a way of life. Since the Gallaudet protest, I've noticed that more deaf people are beginning to demand their rights. As a deaf person, I feel we should have a right to choose our education, either public or residential school.

My experience at this school is probably the same as any other students here. If you look at deaf and public schools generally, there is no difference. Every school has drugs, alcohol, boys and girls sneaking out, sassing teachers, participating in sports and having the time of our lives. What I am saying is that teenagers' problems and goals are the same, no matter where they are or whatever their handicaps are.

I have attended a Youth Leadership Camp in Oregon and Young Scholar Program in Washington, DC, and I have met people who are my age from Alaska to England. I realize that I know as much as they do.

I have noticed that deaf students in this school are becoming more determined to stand up for themselves and speak out, giving the world pieces of their minds. This is what I have experienced at my school of which I am very proud.

I have had some lousy experiences here, but I wouldn't change them if I could because I've learned so many valuable lessons.

My opinion is that my educational experience is so much greater than academics alone. I think part of the educational experience is learning to know oneself and how to work with other people.

It's a process where we gain confidence and learn to trust ourselves and our abilities to meet challenges in our lives. This is the total of my educational experience.

My educational opportunities here have involved social success and other advantages. I could communicate directly to all my deaf and hearing teachers and most of all, to my friends. I think for myself, my social life here at this school is a lot better than it would have been at a public school. Communication is important, and so is having friends, being able to share your thoughts and feelings. Communication should have never been a struggle.

The world of deafness has changed so much, and we are determined to follow our destinies. Today to us, nothing will be impossible.

Thank you.

[The prepared statement of Jamie Marshall follows:]

STATEMENT OF JAMIE MARSHALL

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Deafness is not a barrier to life, it is a way of life. Since the Gallaudet protest, I've noticed more deaf people are beginning to demand their rights. As a deaf person, I feel we should have the right to choose our education, either public or residential school.

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The world of deafness has changed so much and we are determined to follow our destinies. Today, to us, nothing will be impossible.

Thank you.

Chairman OWENS. Thank you.

Ms. Michelle Atkinson.

STATEMENT OF MICHELLE A. ATKINSON, SENIOR AND STUDENT TEACHER IN THE LENOIR-RHYNE COLLEGE EDUCATION OF THE HEARING IMPAIRED PROGRAM

Ms. ATKINSON. I feel that it is different that my perspective is coming in looking for a program. I knew from high school that I wanted to work with hearing-impaired children. I looked across the country for a program that met the needs and requirements that I thought were important to be a good teacher.

I talked with many deaf consumers because I felt that being a hearing person, that it was those people, the people with hearing

impairments, whether they want to call themselves the hard of hearing or the deaf, but they are the ones that know what they want in their schools, what kind of teachers they need, what is important to meet their needs.

I was very active in high school and I talked very much to the community in the area of Ohio. I went to deaf clubs. I got to know very many different deaf adults and it was those that people I looked to to give me advice on what program would be appropriate for me.

My first year of college, I did not know where I was going to be going. I had already been accepted to a program. So I started to look across the country. Lenoir-Rhyne kept coming up as an important school, a school that could provide me with the education that I wanted. I wanted a program in which I was able to learn and understand the different and diverse cultures, and be able to work with deaf and hard of hearing in different programs. My main concern was the mode of communication. I was very young then and I didn't know very much about this field. The mode of communication seemed the most important thing to look at.

In the program here, since we are based at N.C.S.D., we are expected to, and do learn telecommunication, but in the classrooms when we are learning, we learn all the different modes of communication.

Therefore, we have a little bit of knowledge that we can attain and give to any program in the United States. That's probably one of the main reasons why Lenoir-Rhyne appeals to many different people.

Another important thing at Lenoir-Rhyne College is the fact that we do have hard-of-hearing and deaf students. The numbers are few, but they are on our campus.

We get to interact with them. We get to be in sororities and fraternities with them. We get to see their social lives as a part of ours. They are just as much a part of the Lenoir-Rhyne community as anyone of us.

And I think that is a very important aspect that we have to offer, and that is offered to us, because we can develop those relationships. Through those relationships and getting to know people, we can understand the very top level of what deaf education means.

Your senior year that you spend here at N.C.S.D., is a very hard year. You leave the life of college behind, you leave behind all of your classes and friends and you work very hard here to learn as much as you can in 1 year about your field. It is almost a total submersion into a different life.

You are no longer the same child that you were in college. You grow up and you change. And one thing that I think is very important about the program is that we are located here. We do have the opportunity for practicum in our reading classes and our writing.

We are not just put into the school system to work with deaf or hard of hearing for just a semester of student teaching. It is not the first time that we have worked with these people.

You cannot understand everything and learn everything you need to know in this 1 year. That is too much to expect of any person.

This is the year that you understand that you will always be a learner. You can go and obtain a doctorate. You can keep going and you will never know all the answers. You never know what is the best or correct thing to do in any situation or with any child. Each person is an individual. Each person is very diverse and you need to look and see what each individual needs.

This year has gone by very fast in our senior program and something that I think has stuck in my mind is the children here and the students here. They can tell you so much in the little interaction you have with them about the program and what the school is like.

The residential setting is definitely different from your mainstreaming programs. They both have something to offer. They both are important to different individuals.

One point that I think is very important as a student whether it be in college, high school or the graduate level is that we never know all of the answers for any person. We never have the correct, or the one right way to educate.

Thank you.

[The prepared statement of Ms. Atkinson follows:]

STATEMENT OF MICHELLE A. ATKINSON

Four years ago I knew I wanted to teach children with hearing impairments. I was looking for a small program that offered both quality coursework and hands-on experience. Lenoir-Rhyne met these requirements of mine as well as others. The small class size Lenoir-Rhyne offered was attractive to me. So too was the fact that I could learn side by side with deaf and hard of hearing college students since Lenoir-Rhyne provided support services for them. I could learn from and with deaf peers in social as well as academic situations. Deaf, hard of hearing, and hearing students were in classes together, sororities together, and even in such specifically organized activities as the College's Sign Troupe. The Sign Troupe was an opportunity especially attractive to me. It is a group of hearing and hearing-impaired performers who use music and lyrical singing to entertain. It gives students an opportunity to socialize with deaf and hard of hearing students while learning to sign at the same time.

Lenoir-Rhyne's program was also interesting in that I would spend the first 3 years on the Lenoir-Rhyne campus in Hickory and my senior year in classes and practicum experiences held at the North Carolina School for the Deaf in Morganton. I heard that the program was rigorous and would expose me to the variety of philosophies and all modes of communication in use by deaf and hard of hearing individuals today. With all of this information in hand and high recommendations from deaf consumers that Lenoir-Rhyne was the place to go, I transferred 4 years ago.

My experiences in this program have definitely given me the opportunity to hear many different views. I have learned that many of the generalizations made which purport to know the one "correct" or "best" means of meeting the educational needs of the diverse group of deaf and hard of hearing people is simple-minded and in fact untrue. I have learned the importance of considering children as individuals and the value of collaborating with their parents, families, and other professionals who serve them.

The senior year of Lenoir-Rhyne's program is one that gets a good deal of attention in its own way. Former seniors talk about the year as being the one that will "make you" or "break you." In this year, you devote long hours as you concentrate in your field of study and leave the "regular" college schedule behind. Being at NCSD has given me the opportunity to be involved in more than typical coursework. Many classes have a practicum component which entails one-on-one, hands-on experiences with deaf and hard of hearing students prior to student teaching. Also, the NCSD after-school programs such as sports and activities in the dorms are available for participation by Lenoir-Rhyne students. You can volunteer for a variety of activities which give you the opportunity to interact with deaf and hard

of hearing children. In turn you are developing your interpersonal skills and proficiency in communicating, both of which a good teacher needs.

This year has gone by very quickly for me. I have learned many new ideas and have come to realize that I will never have all the answers. Becoming a teacher of deaf and hard of hearing children will not be completed when I graduate and receive my certification for I believe learning to be a good teacher is a lifelong process.

Chairman OWENS. Thank you.

Ms. Sally Waltz.

STATEMENT OF SALLY WALTZ, STUDENT AT LENOIR-RHYNE COLLEGE, MORGANTON, NORTH CAROLINA

Ms. WALTZ. My name is Sally Waltz. I am a student at Lenoir-Rhyne College.

In the fall of 1977, Lenoir-Rhyne College established a program called the Special Support Services for Hearing Impaired Students. The goal of this program was to integrate hearing-impaired students fully into the academic, co-curricular and residential life activities at LRC. Hearing-impaired students have the same curricular and co-curricular options as hearing students. The only difference is that the hearing-impaired students can receive support services.

The staff of the Hearing Impaired Student Services Office consists of professionals, three of which have national certification in interpreting and two who have State certification. Additionally, two staff members have Master's degrees and three others have Bachelor's degrees.

The services provided by the Hearing Impaired Student Services staff are interpreting, tutoring, speech and counseling.

The interpreters interpret for academic courses, college events, campus socials, plays and club meetings and chapel services. Note taking is another service coordinated by the Hearing Impaired Student Services staff. Other services offered are class study guides, individual and group tutorial lessons, career and personal counseling, and individual speech lessons.

LRC also provides equipment-related services such as one TDD and one telecaptioned public TV. In addition, all dormitory rooms where hearing-impaired students live are equipped with fire alarm and doorbell lights.

Finally, a club called Sign Troupe which is a performing group consisting of hearing-impaired and hearing students to interpret music with sign language, is sponsored by the staff of Hearing Impaired Student Services. Sign Troupe travels to a variety of places such as churches, daycare centers, the alumni groups and civic organizations.

Since 1977, there have been a total of 96 hearing-impaired students, undergraduate and graduate, who have been enrolled at LRC. This year, 17 hearing-impaired students attend LRC and receive a variety of support services.

Hearing-impaired students currently enrolled have declared the following majors: Education of the Hearing Impaired, Computer Science, Communications, Christian Education, American Studies, International Business, Accounting, Business Administration and Art Education.

Now on a more personal note, let me tell you how I came to LRC. I am from St. Louis, Missouri, about 12 hours away from here. I grew up in a deaf oral school called the Central Institute for the Deaf, CID, in St. Louis for 12 years. At CID, I learned how to talk and lip read, but not how to sign. I graduated from CID in May of 1985 and I was mainstreamed in a public school in seventh grade.

For 2 years, I did not have an interpreter, but I had some support services such as tutoring and counseling.

When I was a freshman in high school, I had a Total Communication interpreter. At that point, I started to learn sign language.

I realized that having an interpreter in high school and college would be important for me in order to help me follow everything going on around me.

While in high school, I decided that I wanted to go to a small hearing college with special support services. Since I grew up in a hearing family, I wanted to continue to live in a hearing world and have hearing and deaf friends. I discovered the Special Support Services when I read "College and Careers for Deaf Students," published by Gallaudet University.

I visited the LRC campus twice when I was a senior in high school. I realized that LRC was a perfect college for me in many ways.

I was mostly impressed with the program of support services for hearing-impaired students and the friendly people with their southern accents. Also a factor in my decision was that I received the Lineberger Honor Scholarship that covers full tuition for 4 years. Presently, I love my new life in North Carolina. Other than working on completing 17 credit hours of classes, I am involved in Sign Troupe, and I will become a new sister in Kappa Delta Sorority next Thursday.

LRC has made me feel very welcome and comfortable in my new family. I am much happier and more independent than before. One of the reasons is that LRC, through its support and special services, has allowed me the opportunity to be fully integrated into college life.

[The prepared statement of Sally Waltz follows:]

STATEMENT OF SALLY WALTZ

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While in high school, I decided that I wanted to go to a small hearing college with special support services. Since I grew up in a hearing family, I wanted to continue to live in a hearing world and have hearing and deaf friends. I discovered LRC had special support services when I read the *College and Careers for Deaf Students* published by Gallaudet University. I visited the LRC campus twice when I was a senior in high school. I realized that LRC was a perfect college for me in many ways. I was mostly impressed with the program of support services for hearing-impaired students and the friendly people with their southern accents! Also, a factor in my decision was that I received the Linsberger Honor Scholarship that covers full tuition for 4 years.

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Chairman OWENS. Thank you.

Ms. Melanie Hanchey.

STATEMENT OF MELANIE HANCHEY, 11TH GRADE HEARING-IMPAIRED STUDENT, SOUTHERN HIGH SCHOOL, DURHAM, NORTH CAROLINA

Ms. HANCHEY. I am honored to be here today to speak to you about my educational experience. My name is Melanie Hanchey, and I am a junior at Southern High School in Durham, North Carolina.

When I was 1½ years old, my parents first became concerned that I was hearing impaired. After being tested, their suspicions were confirmed and an audiologist prescribed the appropriate hearings aids for my hearing loss and advised my parents to take me to a preschool program for hearing impaired.

Janice Mack, my first speech teacher, taught me how to best use the hearing that I had. She recommended that I go through school using the oral method of communication.

I started kindergarten in my local school. Kindergarten was okay, but first grade was very hard. My teacher had no experience with the special learning needs of hearing-impaired students. As a result, she became very irritable and impatient with me.

As a result, I got to the point that I cried every morning because school was so hard for me and I knew my teacher was frustrated with me. My parents were advised to move me to the school in Durham that had the hearing-impaired program. There, the teachers were kind and patient and I began to like going to school with other hearing-impaired students. To the dismay of my parents, I was on a long bus ride every morning and afternoon. Living through those early years was not easy for me.

I was placed in a regular first grade class with resource help. I improved, but I was still unable to keep up and follow all the instructions that were being given.

I was placed in a self-contained classroom in the second grade. Fortunately I learned sign language and benefited from an interpreter that was provided for the other two hearing-impaired students. I was mainstreamed in math and spelling with an interpreter.

By seventh grade, I was mainstreamed with an interpreter in every class except English and resource. During ninth and 10th grade, I was mainstreamed for everything, including English. I still had a resource class which helped. At the end of the first semester of my 10th grade year, I was completely mainstreamed.

Having an interpreter in my classes has been a major asset in my education. When I had an interpreter, I had confidence that I would understand the class lecture and I would be able to do the homework that night that the teacher had assigned. The interpreter is aware of my language level, and fills in the gaps, providing important information.

Without the interpreter, I get behind in my work and often feel frustrated and isolated. Answering questions and taking part in class discussions becomes very difficult.

I believe being in classes that are challenging has helped me in gaining confidence in myself and has helped me become more involved in the hearing world.

Having hearing students learn sign language is another thing that has helped me feel effective in school. Students who have taken the sign language class offered at Southern have become more aware of the challenges faced by the hearing impaired.

Throughout my life, I have been involved in extracurricular activities such as piano, drums and dance. In my private dance lessons, I have competed with my class in national competitions where we won first place. I have also been a member of the dance team at my school.

Being a good student academically enabled me to become a candidate for Governor's School. I was nominated in the area of dance and science by my teachers at Southern. I elected dance because I thought that was an area where I could be more competitive. After auditioning with 90 students, I was one of the 40 in the State of North Carolina selected for dance. I attended Governor's School in Winston-Salem for 6 weeks this past summer. Governor's School was a challenging experience. There, I studied not only modern dance, but philosophy, self-exploration and self-discovery.

The philosophy at the Governor's School is to question why. I discovered that many things in life depend upon the perspective from which one is looking.

Although I am hard of hearing, I have learned to be proud of myself and who I am today. Governor's School made me realize the competition and challenge of things that I will encounter for the rest of my life.

To prepare for these challenges, I am presently involved in chemistry, U.S. history and college prep English III. I am ranked 16th in my junior class out of 270 students.

As I look back, I remember a lot of hard times. However, because of my educational trials and tribulations in the mainstreaming program, I have become a person better prepared to live successfully in the hearing world.

I have often wondered what would have happened if I had stayed in the same class with the hearing-impaired program. Where would I be today without the mainstreaming program and the support of an interpreter and resource teacher? I definitely would not be the B honor roll student that I am today. I am so thankful to have had these opportunities provided to me. I believe my academic and social grades would have been extremely limited if I had stayed in a self-contained hearing-impaired class in my local school with only a tutor who came once a week.

As a result of support provided to help me with my education, I am planning to be an independent and employable person, not a handicapped person who asks for a handout.

Please continue to consider the special needs of people who are hearing impaired and to support legislation that ensures the most appropriate education available for all who need it, whether it be mainstreaming, oral, cued speech, residential day school, et cetera.

Thank you. I also have a video that I would like to show you.

[The prepared statement of Ms. Hanchey follows:]

STATEMENT OF MELANIE HANCHEY

I am so glad to be here to help you understand and learn about my educational experience. My name is Melanie Hanchey and I am a junior at Southern High School in Durham, North Carolina.

When I was 1½ years old, my parents were suspicious that I could not hear well and took me to North Carolina Memorial Hospital to have my hearing checked. Here, it was confirmed that I definitely was hard of hearing. My parents were shocked and had a hard time accepting the fact that I was hearing impaired. They needed help in dealing with this shocking information and all of the challenges they were faced with, such as, my education and communicating.

An audiologist prescribed the appropriate hearing aids for my hearing loss and referred me and my parents to the Duke Acoustic Program for preschool hearing impaired children. For the next year and a half my parents went for guidance on how to help me learn how to talk. A lady named Janice Mack taught me speech and how to best use the hearing that I had. Based on her recommendation, I started kindergarten in my local school. There, I had a tutor that came in once or twice a week to talk to my teacher and to help me in my weak areas. My work was okay in kindergarten but the first grade was very hard for me and my teacher. My teacher had no experience with the special learning needs of hearing impaired children. As a result, she became impatient and irritable with me. I got to the point where I cried every morning because school was so hard for me and I knew my teacher was frustrated with me.

My parents were advised by the person in charge of the Hearing Impaired Program for the Durham County school system, to move me to the school with the Hearing Impaired Program. In this new school, there were other hearing impaired students and I didn't feel so alone. The teachers were kind and patient with me and I began to like going to school.

On the long bus rides every morning and afternoon, I learned Sign Language. This startled my parents because they knew Janice Mack had thought it would not

be good for me to learn how to sign. I guess they were afraid that I would become dependent on sign language and not want to use my hearing, or talk. As I grew older, I learned to use both speech and sign language, whichever was appropriate.

Things in those early years were not easy for me. When I first started school with the hearing impaired students, I was placed in a regular first grade class with more resource help than I had previously received. Although things were better, I still could not follow and keep up with a lot of what was being taught. Therefore, in the second grade, I was placed in the self-contained class for the hearing impaired students. I was mainstreamed in the regular second grade class for spelling and math with an interpreter. All of my other subjects were taught in the self-contained hearing impaired class. I also received resource support to help me in math and spelling. As a result of my success in the mainstream classes, I was mainstreamed for other classes, and continued to receive resource help from the teachers of the hearing impaired. By the seventh grade, I was mainstreamed with an interpreter for everything except English and resource. During my ninth and half of my tenth grade years, I was mainstreamed for everything, including English. I still had resource as a class where I could get help on things that I did not understand in my mainstream classes. In the second semester of my tenth grade year, my teachers decided I no longer needed the resource class. This scared me as well as my parents. The teachers did assure us that I could go back in resource if needed. Much to my parents' surprise I did well.

The thing that I have enjoyed most throughout the years has been my teachers of the hearing impaired. They have been very special in many different ways. Not only were they my teachers, they were my friends. These teachers not only helped me improve my academic skills but also helped me to become a more mature person and plan for the future. They have been a big source of encouragement for me to be the best that I can be.

Having an interpreter in my classes is a major asset that has enhanced my education. When I receive interpreting services in my mainstream classes I have confidence that I will be able to understand class lectures and keep up with the class assignments and homework. The interpreters are aware of my language level and assist me when I miss important information. Due to the lack of responsible student notetakers, I take on the task myself. This causes a problem in catching what the teacher has said but the interpreter willingly explains what I have missed. The interpreter will listen, wait for me to look up, then explain or inform me of the information missed. This process has been a huge asset to my educational experience. Since I do not hear everything that the teacher says I may misunderstand what is being taught. The absence of an interpreter puts me behind in my work and is extremely frustrating. Without an interpreter I don't have confidence in my ability to understand what is going on well enough to answer questions or participate in class discussions, without feeling stupid.

Being in the mainstream classes have meant a lot to me and my growth. It has helped me meet people and develop friendships with hearing students. Making friends with hearing students has been hard for me. There were many reasons for this. Although I was mainstreamed for classes early, I was always mainstreamed with other hearing impaired students. We went into the mainstream classes together. It was hard to communicate with and get to know the hearing students. Since the hearing students often had trouble understanding us, they really didn't try to become our friends. It was just easier for the hearing impaired students to stick together. Since I have learned to use my hearing better and talk more clearly, I am able to make more hearing friends. It wasn't until the tenth grade that I finally was able to develop some really good friendships. I think this was because I was allowed to take classes suited for me and my abilities and not expected to be in classes with other hearing impaired students. I know this meant an interpreter had to be provided in some classes just for me. I believe being able to be in classes that were challenging for me has helped me to gain confidence in myself and integrate more into the hearing world.

Having hearing students learn sign langunge is another thing that helped me feel accepted. Southern High School is the first school in Durham to offer a Sign Language class. Students who have taken this class have become more aware of the hearing impaired. Therefore, they are willing to make friends with us and not be ashamed of us. I now feel like I am able to be in school, be myself and make friends. It takes a lot of confidence and at times I have really had to put myself out to make friends. It has taken me a while to find a hearing friend that truly cares about me for who I am and not to judge me because I am hard of hearing.

As I have grown up, I have had a lot of interest in extracurricular activities. I have taken 5 years of piano lessons, 2 years of drum lessons, and played on the bas-

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ketball team at Southern for 1 year. I have taken dance lessons since I was 9 years old, with the exception of 1 year. Much to everyone's surprise, I became a very good dancer. I have competed with my dance class in national competitions in which we won first place. During my tenth grade year at Southern, I tried out and made the Dance Team. By doing this I made many new friends and was able to be more involved at school. As a result of taking a dance class during my sophomore year at Southern, I was nominated and selected to attend Governor's School in Winston-Salem this past summer. I have served as a volunteer for the American Red Cross and am presently working part-time at the local Putt Putt.

I have discussed the good side of my education, but there are some things that I think need to be changed in order to help hearing impaired students get a better education. As we all know the budget of NC has been decreased which caused cuts in our educational funds. Our program was one in which funds were limited. In our school, there are five hearing impaired students, all functioning on different levels, one teacher of the hearing impaired and two interpreters. Because we only have five students in our program, the hearing impaired teacher and interpreters are spread thin. We have one student that requires one class of hearing impaired resource with the teacher of the hearing impaired, two students that are mainstreamed on different academic levels for all classes with an interpreter, and two students that are self-contained 50 percent of the day with the teacher of the hearing impaired and are mainstreamed the remainder of the day with an interpreter. Having students with such varying academic levels and needs places a lot of stress on the teachers and the interpreters, as well as the students.

At times we students have had to do without interpreting services due to various reasons. The administration at Southern is not very helpful. They are nice but they do not address our issues, more often than not it is assumed our situation will be "handled." We receive a substitute for the teacher but this is just a regular teacher substitute, not anyone skilled enough to sufficiently take the place of the teacher. As for our interpreters, they do not receive a substitute at all. I think neither the administration nor the teachers understand how hard it is for us, as hearing impaired students, to learn without an interpreter. The interpreters are our ears and make sure we do not miss anything that is said. They also guide us through situations when we have trouble understanding what is being taught. The administration and teachers should be aware of what is needed to make things better for the hearing impaired students to learn. This school year has been extremely hard for me, the other students, and the teachers of the hearing impaired program. We started the school year with a vacant interpreter position. We had a great interpreter last year who announced in March of last year that she would be leaving at the end of the year. Even with this long notice, the principal was unable to find a replacement before school began in August. My parents were told the reason the school was having so much trouble finding another interpreter was because the salary was not enough to compete with other interpreting jobs. In those first few weeks while they were still looking for an interpreter, I never knew if there would be an interpreter for my classes. This made me feel really scared and a little isolated. The classes I am taking this year are harder courses and I cannot afford to get behind. My parents were worried too. They talked to the principal and school superintendent to insist a substitute interpreter be provided. After a long period of time, the principal was able to hire an interpreter but this interpreter was not a qualified interpreter and we students had trouble understanding her. As time went by we got further behind and nothing could be done about it. Now we have a new qualified interpreter who's parents are deaf. This has helped a lot. School would have been easier if all of this had happened at the beginning of the year. I am taking Chemistry, Geometry, U.S. History, and College Prep English III. These are the hardest classes I have taken and I have been afraid I would get so behind that I would not be able to catch up. As a result, I have put some thought into the education requirements of the educational interpreters. I believe there should be certification requirements for them before becoming an interpreter. I also believe interpreters should be paid a more competitive salary.

As I look back, I remember a lot of hard times; however, I have become a person better prepared to live in the hearing world. I have also wondered what would have happened had I stayed in the hearing impaired class. Where would I be now? Without the mainstreaming program and the support of interpreters and a resource teacher, I definitely would not be the "B" honor roll student that I am today. I am so thankful to have had the opportunities provided for me. It would have been a major obstacle to my growth if I had stayed in the hearing impaired classes, or stayed in my local school without any more support than a tutor once a week. As a result of the support provided me to facilitate my education, I anticipate going to

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college after I graduate next year and becoming an independent, employable person—not a handicapped person who has to beg for handouts. Please continue to consider the special needs of people who are hearing impaired and to support legislation that ensures the most appropriate education available for all who need it, whether it be mainstreaming, oral, cued speech, residential, day school, et cetera.

[Video shown.]

Chairman OWENS. Thank you. I want to thank the members of this panel. You are the kind of witnesses who very seldom travel to Washington. One of the values of coming here has been having the opportunity to hear from people who are directly involved, teachers as well as students.

Ms. Marshall, since you referred to the uprising at Gallaudet as being your inspiration, I wonder if there are any opportunities that have been created for students at schools like this to interact with students at Gallaudet which has high school as well as college students? Are there opportunities to interact with students at Gallaudet or other residential schools like this in other parts of the country?

Ms. MARSHALL. We have had several opportunities to be involved with things like Close Up and so forth. We have had several games. I think the point is that since Gallaudet's protest, for the first time, we have noticed that deaf people can do things, just about anything. Does that answer what you were trying to ask?

Chairman OWENS. Partially. What I'm getting at is the question we asked the previous panel regarding the opportunities for natural socialization among students who are mainstreamed and not necessarily in residential colleges, and even among those who are at residential colleges. How do we maximize the opportunities for natural socialization with other deaf students?

Ms. MARSHALL. Well like I said, there are games. There is Close Up. There's really not that much. By games, I mean like football games. We have the opportunity to go to other schools to see their facilities, what they are like, what the children are like there.

Chairman OWENS. Thank you. Ms. Atkinson, as a teacher, are you in agreement with the previous panel which indicated that there is a great need for having the experience for natural socialization, the kind of experience that would be created only when large numbers of students come together and interact on an ongoing basis?

Ms. ATKINSON. I think that there is a need for students to have that opportunity, if they want to be able to share and to be involved with other students. But I don't think that we should predetermine that fact. I think that we need to provide opportunities for them, and I think we can help them to see that there is that opportunity. But we cannot make them or force them to do these things.

Chairman OWENS. In legislation of the kind we are considering, do you think we should make sure that we devote some of our resources to creating those opportunities?

Ms. ATKINSON. I think it would help a lot. I think now that there are not that many opportunities due to financial problems. There are not that many opportunities for these students to go and have interaction with other deaf students or hearing students on their own time or on their own money. It is hard for them to be able to do that and attend school.

The summer program idea would be beneficial, I think. That would create a lot of opportunities for students.

Chairman OWENS. Melanie, you are a perfect example of a student in the mainstream environment succeeding. Do you think your experiences or your education process would have been easier, or your education might have been enriched, might still be enriched, if you had more opportunities for group settings, exposure to the residential experience, or other kinds of opportunities that would maximize natural socialization with other hard-of-hearing and deaf students?

Ms. HANCHEY. Can you explain that in a different way? Easier?

Chairman OWENS. We have heard from witnesses in hearing after hearing about the desire to have the least restrictive environment and to mainstream students. At the same time in the case of deaf students as a category of people with disabilities, we have heard repeated insistence that there also must be an opportunity to have them in settings where natural socialization could take place; that there are large numbers of students who are deaf that they could interact with at their own age level; that those two things are absolutely necessary. I'm still trying to get some guidance as to what kind of resources should be devoted to those kinds of activities.

Ms. HANCHEY. I don't know the best way to explain it. When I was younger, I went to the Tacoma Club. That was a very good get together for deaf people, hearing and hard of hearing, as well as for me. Everybody was getting together and we learned about each other. We did activities together. That was one thing that was good.

But for me, I've always wanted to be in the hearing world myself. In my family, we don't use sign language to communicate. And the only time I need an interpreter is like in a meeting or in a class lecture. I don't catch all of the explanation or the things that have been taught by the instructor and I need an interpreter there to help me follow through.

But in terms of getting together, I really don't know that many people that are deaf. The only people I know who are deaf are from when I was little when I started out. But now, there are only like five or six students at Southern High School, who are hard of hearing or deaf, and they basically go their own ways. Does that answer your question?

Chairman OWENS. Yes, it does. Ms. Waltz, you indicated that it was critical to you to have the support system in college. If you have an adequate support system for students, do you think that is all you need?

Or do you think the opportunity for natural socialization with other students who are deaf also must be there?

Ms. WALTZ. I think we need a very good support services system so we can follow everything. We need interpreters to help all of the deaf people to come together. I really don't have support for everything I need. It's vital that we find out everything that we have to know, everything to find the solutions.

Chairman OWENS. You cannot gossip with your interpreter about your shopping trips. An interpreter who is hired to help you in the

formal classroom is not a person you can really gossip with when you go shopping.

Ms. WALTZ. You're not supposed to do that. The interpreter is a professional who interprets. She interprets, not gossips. I learned that when I was in high school and even in college.

Chairman OWENS. Thank you.

Mr. Ballenger?

Mr. BALLENGER. Thank you, Mr. Chairman.

I think you have covered it fairly well. I would like to ask Jamie and also Sally who both seem to have the most definite hearing impairments, you both seem to have approached your educational effort differently, one mainstreaming and one residentia!. Jamie, did you try mainstreaming? And what effect did it have?

Ms. MARSHALL. I tried it for about 2 weeks, but I guess that's about it.

Mr. BALLENGER. And Sally, were you mainstreamed the whole way?

Ms. WALTZ. At my local school, I mainstreamed completely into seventh grade. After sixth grade, I mainstreamed in the seventh grade and part at a hearing school. I did not have an interpreter for 2 years. I asked for an interpreter so I could follow everything, also my family and friends. My family and friends could talk. I am happy that I learned how to talk so I can fit in better with the hearing world. If I find a time when I need to talk, it is important for me to show that I can do anything that I am determined to do, even with my nasal condition.

Mr. BALLENGER. Melanie, would one of these do you any good?

Ms. WALTZ. I have a cone hearing implant. You haven't heard of it.

Mr. BALLENGER. No, I was thinking of Melanie, whose hearing is not quite as damaged.

Ms. HANCHEY. Yes, I have a hearing aid. But I have never tried that kind because my ear is still growing and I would have to get a new ear mold every year. It would be more expensive to buy that and have to get another one every year. So I just have one that goes around my ear.

Mr. BALLENGER. Right. My wife complains to me on a daily basis, "don't you turn that thing off," because without it, I don't understand people either.

Thank you, Mr. Chairman.

Chairman OWENS. Thank you. And I want to thank all of the panelists who have added to our knowledge in this valuable way. Yes?

Mrs. HANCHEY. I just would like to say that Melanie hears and understands a lot, but she does not necessarily have better hearing than other people who——

Chairman OWENS. For the record, could you identify yourself?

Mrs. HANCHEY. I'm Melanie's mother.

Chairman OWENS. I saw you in the video, but I'd like to have the record show it.

Mrs. HANCHEY. I'm Melanie's mother, Jean Hanchey. Just because Melanie and Sally communicate differently, I suspect it has a lot to do with their approaches, not necessarily hearing loss. Kathy is the person who worked with us when Melanie was in the first

grade. Melanie has a severe hearing loss, but from what I understand, many of her peers who also have hearing losses do not communicate at the same level. So it is not the hearing loss or the level of hearing that necessarily put Melanie where she is today. It is the types of services and support and her own motivation and drive.

Chairman OWENS. Thank you. We will keep the record open for 10 days if you have any further comments or recommendations that you would like to submit. Thank you for coming. The subcommittee hearing now is adjourned.

[Whereupon, at 2 p.m., the subcommittee was adjourned.]

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